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ABSTRACT

Twenty-five papers are presented in this monograph. Topics covered in this conference included: (1) recreational program administration and management; (2) recreational facilities; (3) non-credit instruction; (4) fitness; (5) sport clubs; (6) operation and program; (7) extramural sports; (8) professional development; (9) leadership; (10) outdoor recreation; (11) officiating; (12) budget presentations; and (13) special populations. Detailed information about the conference and the National Intramural-Recreational Sports Association is appended to the papers. (JD)

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GROWTH AND DEVELOPMENT IN RECREATIONAL SPORTS

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GROWTH AND DEVELOPMENT IN RECREATIONAL SPORTS

Selected Proceedings From The
Thirty-seventh Annual
National Intramural-Recreational Sports
Association Conference

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PREFACE

Growth and Development in Recreational Sports

Professional growth and development is a never-ending process for those who seek new horizons in their field. To assist in this process, the authors of these articles present their ideas and information for Recreational Sports professionals to review, analyze and evaluate. It is hoped the careful critiquing of these concepts and the resulting reactions, both pro and con, will provide the professional growth and development so vital to each of us.

The editors are grateful to those authors who have shared their expertise on these pages.

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CHAPTER I

Administration and Management

AN EXAMINATION OF EVALUATION PROCEDURES UTILIZED BY RECREATIONAL SPORTS PROGRAMS

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Virtually all managers and administrators, regardless of the type of organization, would probably agree that evaluation is important in building and sustaining a dynamic organization. Programs and agencies that utilize well planned evaluation procedures should be much more likely to be more efficient and more successful in accomplishing their goals than those agencies which do not. Recreational sports programs are no exception. Mueller and Reznik (1979, p. 273) state that "for effective programming, all phases of the IM-REC Sports program must be continuously evaluated . . . Regardless of what approach is utilized, it is important to evaluate programs and personnel periodically." Similar opinions have been expressed by other professionals in the recreational sports field, such as Colgate (1978), Pealo and Jackson (1982), Wever (1985), and Mull, Bayless, and Ross (1983).

Evaluation is the process of comparing, through measurement techniques, outcomes with objectives. There are numerous purposes of evaluation, depending upon the specific programs, but the general purposes that have been identified by several authors are accountability, cost-benefit analysis and decision making. The purposes of evaluation were summed up by Stufflebeam (1973, p. 151) when he stated that "evaluation systematically supports decision-making and provides the basic data for accountability." Formal evaluation procedures should include both formative and summative evaluation. Formative evaluation is the process which takes place while the program is ongoing. Formative evaluation allows corrections and adjustments to be made prior to the

completion of a program. Summative evaluation takes place at the conclusion of a program. The focus of this process is upon the product and the impact of the program.

Despite the universal acceptance of the importance of evaluation, not all organizations conduct systematic evaluations. Pelegrino (1979), points out that only since the 1960s have recreation professionals begun to apply research and evaluation procedures to their programs. Theobald (1979, p. 19) is more pessimistic when he writes that

"program evaluation is an often discussed but infrequently used technique . . . Only a handful of recreation programs operating at any level have undergone evaluation in any but the most cursory manner. Though the need for evaluation is often verbalized, it is seldom accomplished."

The complete lack of evaluation is not the only problem. As stated by Mull, Bayless and Ross (1983, p. 471), "administrators and programmers often just go through the motions of planning and evaluation." According to Kelly (1984), many merely go through the motions because both the employees and the administrators often dislike the evaluation process. It is thus extremely important to follow through after the evaluations have been completed. Lundegren and Farrell (1985, p. 14) state that "the success of any evaluation is dependent on how effective it is in influencing positive decision making for those in a position to revise the program or product."

The purposes of this study were to determine the extent of usage of evaluation procedures and the types of these procedures utilized by recreational sports departments. The areas investigated include attitudes toward evaluation, areas evaluated, evaluation designs utilized, focus of and reasons for evaluations, individuals conducting the evaluations, and effectiveness of evaluations. Differences in evaluation procedures and attitudes based upon region of the country, type and size of the school, number and type of personnel, and the age, gender, education and leadership style of the administrator were also examined.

Method

Subjects

An evaluation questionnaire was mailed to the recreational sports programs at 500 colleges and universities throughout the United States. The programs at the 500 institutions of higher education were selected at random from the 1985 *Recreational Sports Directory*, such that 400 were four-year institutions and 100 were two-year institutions. Of the sample, 178 institutions responded which yielded a response rate of 35.6 percent. This relatively low response rate was likely due to the reluctance of programs not conducting regular evaluations to respond to a study examining evaluation. A relatively high number of responding institutions indicated that they conduct regular evaluations. This is contrary to what most of the literature indicates.

Table 1 provides a breakdown by region, type, size, NIRSA membership and administration of the recreational sports programs which responded. The number of full-time equivalent (FTE) recreational sports professionals employed by these institutions ranged from 0 to 10 with a mean of 2.25. The number of FTE student supervisory staff, excluding officials, lifeguards, and equipment managers, ranged from 0 to 25 with a mean of 4.07. The large majority of the individuals who completed the questionnaire were male (75.0%), had completed a masters degree (71.6%), and identified themselves as utilizing a democratic leadership style (84.4%). Most of the respondents had been physical education majors (63.0%), held the title of director, assistant director, or coordinator of recreational sports (62.4%), and were individual members of NIRSA (53.4%). The ages of those responding ranged from 23 to 65 years with a mean of 39.4 years.

TABLE 1
Institutions Which Responded

Classification	Number	Percent
Region:		
Northeast	41	23.3%
Southeast	33	18.8
Midwest	63	35.8
Southwest	19	10.8
West	20	11.4
Type:		
Public - 4 year	90	51.1%
Private - 4 year	64	36.4
2 year	22	12.5
Size:		
Over 20,000	25	14.2%
12,000 - 20,000	20	11.4
7,000 - 11,999	20	11.4
2,000 - 6,999	60	34.1
Under 2,000	51	29.0
Rec Sports Administered by:		
Student Affairs	86	49.1%
Physical Education	57	32.6
Athletics	32	18.3
NIRSA Membership status:		
Member	86	50.0%
Non-member	86	50.0%

Instrument

The instrument was a self-administered questionnaire which was developed based on the evaluation literature for recreation services. The primary source was Lundegren and Farrell's (1985) text. The questionnaire provided for the segmentation of subjects and institutions according to the independent variables of region, type and size of institution, administration, number of personnel, age, gender, education level, education major, leadership style, NIRSA membership, and job title. The dependent variables measured by the instrument were extent of usage of evaluation, attitudes toward evaluation, focus of and reasons for evaluation, areas and frequencies of evaluation, evaluation models utilized, individuals conducting evaluations, and reasons for not conducting evaluations. The survey forms were mailed with a pre-addressed, return envelope and a letter explaining the purpose of the study to the 500 randomly selected institutions. Chi-square and analysis of variance procedures were utilized for analysis of the data. The significance level was established at $\alpha = .05$.

Results

Extent of Usage

All subjects, both those which did conduct regular evaluations and those which did not, had generally positive attitudes toward evaluation. These attitudes were measured by having the subjects rate on a scale from 5 to 1 each of 10 statements as to whether they "strongly agree" or "strongly disagree" with the statements. Half were worded negatively, but the responses were recoded so they could be compared to the positively worded statements. The statements which received the highest rating were "evaluation is necessary for recreational sports programs" (mean = 4.47) and "evaluation is important for recreational sports programs" (mean = 4.46). The statements with the lowest ratings were "evaluation does not require specialized personnel" (mean = 3.70) and "the importance of evaluation is not overrated" (mean = 3.81). As is evident from the means, even the lowest responses were well above the neutral point of 3.00.

A large majority of the subjects (69.9 percent) stated that their program conducted regular evaluations. These individuals indicated, through the use of an 11 item scale rated from 5 to 1 as "important" to "not important," that the most important reasons they conducted evaluations were "to aid in the development of a rationale for future action" (mean = 4.42) and "to aid in program revision" (mean = 4.41). The least important reasons were because it was "required by my supervisor" (mean = 2.82) and "to weigh benefits against costs" (mean = 3.69). While the reactions to the regular evaluations were also generally positive, as measured by a 5 item scale rated from 5 to 1, the ratings were not as high as the attitudes toward or the reasons for evaluations. The reaction with the highest rating was "our department does not place too much emphasis upon evaluation" (mean = 4.05), while the lowest reaction was "I am satisfied with our evaluation process" (mean = 3.34).

Procedures Utilized

The frequencies of regular evaluations varied, but most departments conducting evaluations placed the emphasis upon annual evaluations (52.8%). This was followed by an emphasis upon semi-annual (20.8%)

TABLE 2
Summary of Evaluations

Classification	Percent
Evaluators:	
Director	96.0%
Student staff	58.4
Professional staff	55.2
External individuals/groups	36.0
Participants	30.4
Areas Evaluated:	
Programs:	
Numbers of participants	92.7%
Needs assessment	81.3
Participant satisfaction	78.0
Diversity of programs	73.2
Attainment of goals	65.0
Cost effectiveness	64.2
Reasons for nonparticipation	51.2
Personnel:	
Job performance	92.7%
Personnel policies	63.4
Analysis of positions	54.5
Administrative structure	41.5
Organizational style	40.7
Facilities & Areas:	
Planning process	57.7%
Maintenance	50.4
Adequacy	49.6
Accessibility	48.8
Variety	40.7
Financial:	
Budget status	88.6%
Focus:	
Effects on participants	56.0%
Evaluation while program is going on	38.4
Objectives	37.6
Standards	22.4
Process	17.6
Models Used:	
Designed their own	60.0%
Goal attainment	40.0
Systems	6.4
Goal free	3.2

(Total percentages for each group exceed 100% because multiple responses were allowed)

and quarterly (19.2%) evaluations. Those with the least emphasis were by event (5.6%) and monthly (1.6%). Table 2 provides a summary of the regular evaluations and indicates the models used in evaluations, the focuses of the evaluations, the groups conducting the evaluations, and the areas evaluated. An average of 11.35 specific areas were included in the regular evaluations, and on the average there were 2.77 different classifications of individuals involved as evaluators.

TABLE 3

Variables Related to Utilization of Evaluations

Variables	Conduct Evaluations		Chi Square	p	Cramer's V
	Yes	No			
Type of Institution:					
Public - 4 year	83.3%	16.7%	18.95	.001	.33
Private - 4 year	60.9%	39.1%			
2 year	40.9%	59.1%			
Size of Institution:					
Over 20,000	96.0%	4.0%	17.30	.01	.31
12,000 - 20,000	70.0%	30.0%			
7,000 - 11,999	85.0%	15.0%			
2,000 - 6,999	68.3%	31.7%			
Under 2,000	52.9%	47.1%			
Professional Employees:					
Over 3	88.2%	11.8%	6.88	.04	.20
2 - 3	64.3%	35.7%			
0 - 1	65.7%	34.3%			
Student Supervisors:					
Over 6	88.2%	11.8%	15.34	.01	.30
3 - 6	74.5%	25.5%			
1 - 2	68.8%	31.3%			
None	47.5%	52.5%			
School Membership:					
Member	79.1%	20.9%	5.46	.02	.19
Non-member	61.6%	38.4%			
Individual Membership:					
Member	83.9%	16.1%	16.66	.001	.32
Non-member	54.3%	45.7%			
Job Title:					
Director/Coordinator	78.4%	21.6%	13.58	.01	.28
Faculty/Dept. Head	66.7%	33.3%			
Joint Appointment	55.8%	44.2%			
Coach/Athletics	33.3%	66.7%			

Through the use of a scale rated from 5 to 1, the individuals who did not conduct regular evaluations were asked to rate 5 statements as to whether the statements were "important" or "not important" to their lack of conducting evaluations. "Lack of time" (mean = 3.79) was identified as the most important reason for individuals not conducting regular evaluations. This was followed by "not required by supervisor" (mean = 3.58) and "lack of qualified personnel" (mean = 3.12). The two least important reasons were "do not know how to conduct evaluations" (mean = 2.49) and "evaluations are not important" (mean = 2.02).

Differences in Procedures and Attitudes

Chi square procedures indicated that there were seven variables related to the conducting of regular evaluations. The variables were type and size of the institution, number of professional and student staff, institution and individual NIRSA membership status, and job titles. As shown in Table 3, recreational sports programs at public four-year institutions were more likely to conduct evaluations than those programs at private and two-year institutions. Furthermore, programs at larger schools were more likely to conduct evaluations than those at smaller schools, and the greater the number of employees, both professional and student supervisors, the greater the likelihood that evaluations would be conducted. Institutions and individuals who were members of NIRSA were more likely to conduct evaluations. Evaluations were more likely to be utilized by directors of recreational sports and faculty members in charge of the programs than by individuals who were either connected with the athletic department or had joint appointments.

Further statistical analyses with chi square revealed that the older individuals were more likely to conduct annual evaluations and less likely to conduct evaluations on a quarterly or monthly basis than the younger persons (chi square = 12.68, $p = .05$). Programs administered by student affairs and physical education departments were more likely than those administered by athletic departments to focus their evaluations on standards (chi square = 6.2, $p = .05$) and the effects on participants (chi square = 9.56, $p = .05$).

Considerable differences existed concerning the use of professional staff members as evaluators in the evaluation process. Institutions in the southwestern United States were most likely to use their professional staff as evaluators while those in the western sections of the country were least likely (chi square = 10.30, $p = .04$). Others most likely to have their professional staff involved as evaluators were public four-year institutions (chi square = 8.80, $p = .02$), institutions with over 7,000 students (chi square = 52.99, $p = .001$), those with the greatest numbers of professional employees (chi square = 54.45, $p = .001$) and student supervisors (chi square = 12.16, $p = .01$), those administered by student affairs (chi square = 7.14, $p = .03$), institutional members of

NIRSA (chi square = 9.75, $p = .01$) and individual members (chi square = 15.76, $p = .001$), programs headed by older individuals (chi square = 7.83, $p = .05$), and individuals with graduate degrees (chi square = 7.68, $p = .03$).

Analysis of variance procedures indicated considerable differences in attitudes toward evaluations between programs which conduct regular evaluations and those which do not. As indicated in Table 4, programs which utilized evaluations had more positive attitudes on seven of the ten attitudes measured.

TABLE 4
Comparison of Attitudes Based upon the Use of Evaluations
(Summary of ANOVA Source Tables)

Attitudes toward Evaluation	F	p	eta	Means	
				Yes	No
Evaluation is necessary for rec sports programs	4.37	.001	.31	4.66	4.04
Evaluation is not a waste of time	6.90	.01	.21	4.53	4.00
Evaluation is important for accountability	10.14	.01	.25	4.33	3.86
Evaluation assists in cost-benefit analysis	6.20	.02	.20	4.03	3.56
Importance of evaluation is not overrated	11.82	.001	.27	3.98	3.43
Evaluation assists in decision making	16.82	.001	.31	4.37	3.88
Evaluation is important for recreational sports	17.59	.001	.32	4.65	3.98

The impact of institutional, program, and individual factors upon 31 items concerning attitudes toward evaluation and reasons related to the use of evaluations were also examined through analysis of variance. No differences were found based upon gender or administration of the recreational sports program. Only one difference was found for each of following: type of institution, region, number of professional employees, leadership style, position title, and educational major. Several differences were found for the variables of size, number of student super-

visors, age, education level, and NIRSA membership status, but nothing which indicated a significant trend.

Discussion

One of the most encouraging findings of this study was that all respondents, whether or not they actually conducted regular evaluations, had generally positive attitudes toward evaluations. Also encouraging was that among those who employed evaluations, the least important reason for having evaluations was because it was required by their supervisor. It is possible that both of these findings reflect more socially acceptable responses.

Another positive result was that the reasons for not conducting regular evaluations were not rated very strongly. As might be expected, lack of time was the primary barrier. It was encouraging that "evaluations not important" was the lowest rated reason for not conducting evaluations. This would seem to indicate that the objections to evaluations could be overcome if these individuals could be convinced that the benefits which they would derive from evaluations would outweigh the time required.

There were findings which indicated that there is room for considerable improvement. Although positive, ratings for the reactions to evaluation procedures were not as high as the ratings for attitudes toward evaluations or reasons for using evaluations. The reaction "I am satisfied with our evaluation process" was the lowest rated. Furthermore, important areas seemed to receive relatively little attention from evaluation procedures. No area in facilities was included by at least 60 percent of the subjects, and accessibility of facilities was evaluated by less than 50 percent of the respondents. While participant satisfaction was evaluated by over three-fourths of the programs, reasons for nonparticipation were examined by only about half. To expand programs and to effectively serve the total campus population, factors and reasons related to nonparticipation need to be determined.

As should be the case, directors are involved as evaluators in most of the programs which use evaluation procedures. However, other groups of individuals might be included as evaluators to a greater extent than was the case. Including the professional and student supervisory staff could provide different perspectives and a broader point of view. In addition, 78 percent of the programs stated that they examined participant satisfaction and 56 percent focused their evaluations on the "effects on participants." Yet only 30.4 percent included participants and students as evaluators.

There appeared to be a lack of use of organized evaluation models, or evaluation plans. Perhaps the evaluation procedures were not as well developed and planned as they might be. In this study less than 18 percent of the programs focused their evaluations upon process and less than 39 percent placed their focus upon ongoing evaluation, while 56 percent had the "effects on participants" as their focus. This is in

disagreement with the statement by Mull, Bayless and Ross (1983, p. 456) that "evaluation within recreational sport tends to focus more upon process than upon outcome." While the evaluation of outcomes is important, perhaps greater attention should be given to process.

As might be expected, those who utilized evaluation procedures had more positive attitudes toward evaluation than those who did not conduct regular evaluations. At least this would indicate that those using evaluation had not been soured by their experiences with evaluations. Definite patterns existed between those who conducted regular evaluations and those who did not. Larger schools and larger recreational sport programs were more likely to evaluate, while programs headed by coaches and individuals with joint appointments were least likely to evaluate. In such programs lack of time is not as great a pressure since there are more individuals involved to share the many programming and management tasks, and since the administrator has no other major responsibilities, such as coaching and teaching.

In conclusion, this study found that the vast majority of administrators of recreational sports programs have generally favorable attitudes toward evaluations and that most conduct regular evaluations and are pleased with their evaluations. However, this is contrary to the statements of Theobald (1979) that few evaluate, and those of Kelly (1984) and Mull, Bayless, and Ross (1983) that of those who do evaluate, most do not like evaluations. This would indicate that the extent of usage of evaluation and satisfaction with evaluation by recreation agencies has been greatly underestimated, or, more likely, especially in light of the low response rate of this study, those who do not evaluate merely ignored this survey. Finally, attitudes toward evaluations were influenced by whether or not the individuals conducted regular evaluations; the focus of evaluations was affected by the administration of the program; and the usage of evaluation procedures was influenced by the type and size of the institution, the number of professional and student supervisors, individual and institutional NIRSA membership status, and the administrators title and responsibilities. However, other institutional and individual factors had little impact upon evaluation practices, attitudes toward evaluations, and reasons related to the use of evaluations.

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EDUCATING FOR THE WORTHY USE OF LEISURE IN CAMPUS RECREATION

Lanie Lass, University of Illinois at Urbana-Champaign

Education has no more serious responsibility than making adequate provision for enjoyment of recreative leisure; not only for the sake of immediate health, but . . . for the sake of its lasting effect upon habits of mind.

John Dewey

(in Carlson, Deppe and MacLean, 1972, p. 119)

Educating for the "worthy use of leisure" was established historically as one of the "Seven Cardinal Principles of Education" in 1918 in which education should "equip the individual to secure from his leisure the recreation of body, mind, and spirit, and the enrichment and enlargement of his personality" (Commission on the Reorganization of Secondary Education, 1918, p. 5ff). Campus recreation and leisure experiences can both shape and reflect social and individual values. Education is needed to intelligently express these values in the learning process. Leisure provides the opportunity to shape values and provides the course for expressing values. Decisions, both social and individual, are based on values, and values are never more on display than in the choices made during leisure — experiences and activities primarily for satisfaction and enjoyment.

In 1938, the Educational Policies Commission of the National Education Association published a new set of aims for American education. These educational objectives were focused on "self-realization, human relationship, economic efficiency, and civic responsibility" (Educational Policies Commission, 1938, pp. 50, 72, 90, 108). These objectives included the concern for educating for leisure as education and leisure affects students' abilities to reach self-realization and self-actualization. College students are educated on Abraham Maslow's hierarchy of needs in introductory psychology classes, in which self-actualization is the peak of life experiences (Maslow, 1954). Campus recreation programs provide the laboratory experiences for helping students achieve peak experiences, whether in nature appreciation, athletic participation, or art and music activities.

In 1975, Mihaly Csikszentmihalyi published a theoretical model for enjoyment, commonly referred to as the "flow" model (Csikszentmihalyi, 1975). In this model, "flow" results from a balance between the challenges of the activity and the skills of the participant. Boredom results if skill outweighs the challenge, and anxiety results if the challenge outweighs the skill of the participant. More importantly to campus recreation, this model focuses on the position that what happens to our participants during campus recreation activities is of concern as well as the outcome of the activity.

At the college and university level, campus recreation programs and services generally proclaim a mission to meet the leisure needs and interests of students, faculty, and staff members. The academic environment can lead to stressful situations in classrooms, and campus recreation programs provide an opportunity for release of stress. But do we also create stressful, and sometimes even violent, situations in our own environment?

If misconduct, fighting, or verbal abuse in an intramural football or hockey game is expected behavior as a part of the competitive environment of sport, do we as campus recreation professionals take a vital role in educating for the worthy use of leisure? Plato philosophized "the mere athlete becomes too much of a savage". What can we do to decrease savage behavior in campus recreation?

How often do we eliminate participants from future play as a penalty for misconduct, without offering any guidance, counseling, or education as to the nature of the stressful situations precipitating the misconduct? It seems that education for the worthy use of leisure in campus recreation means that we could offer "sports stress" clinics in conjunction with the campus health or counseling centers. These clinics could aid in guidance of participants with continual disciplinary problems and in possibly preventing or decreasing some violent or abusive behavior before games take place. As stated by sports psychologist Bruce Ogilvie, "some athletes have only a marginal capacity for adapting to stress, while others cannot function without some tension and anxiety . . . it's im-

portant to find the arousal level appropriate for each of us" (in Brody, 1984, p. 21).

In terms of facilities, leadership, and knowledge, colleges and universities have the potential to educate for the worthy use of leisure by conducting a variety of recreation programs for the entire campus community. Since recreation participation is voluntary and students choose the type of leisure experiences they wish to participate in, education to develop the ability to make wise leisure choices is essential. The campus recreation program at Miami University in Oxford, Ohio initiated a Beer Fast program last year in cooperative programming with several campus units. Students participated in a pledge "fast" of alcohol for an entire weekend, raising money for charity as well as raising consciousnesses of alcohol awareness and abuse on the campus. This program is a major step in educating for the worthy use of leisure in campus recreation, and we at the University of Illinois at Urbana-Champaign are developing a similar alcohol awareness program this coming fall semester.

One of the problems developing in the world is the relationship between a decrease in the work week and a subsequent increase in leisure. Social problems such as the deviant use of drugs and alcohol, theft, rape, suicide and vandalism take place within the structure of leisure on college campuses, not usually during academic or work time. If students are not educated in how to deal with these social problems, they will not be able to help themselves or to help their peers, no matter what major profession they choose. Providing students with a strong background in the realization of recreation experiences and worthy use of leisure as a healthy and necessary part of life, can help solve some of these common social problems on our campuses today.

National Recreational Sports Week is certainly one opportunity for campus recreation programs to begin a strategy for educating for the worthy use of leisure. In fact, the specific goals and objectives of National Recreational Sports Week as stated in a draft resolution in 1983 are as follows:

- (a) to increase public awareness of the numerous mental, physical, and social health benefits inherent in recreational sports activities;
- (b) to provide an educational forum that will emphasize the variety of recreational resources available in the local community;
- (c) to stimulate interest and participation in the recreational sport programs designed to enhance one's life-long well-being and;
- (d) to highlight the fun, enjoyment, and catharsis aspects of participation in recreational sports activities.

(NIRSA National Recreational Sports Week Committee, 1983, Article II, Section 2.1)

Basic psychological needs are universal. Each individual seeks new experiences, recognition, security, feelings of belongingness, and rewards. Participants find satisfaction for these needs in a variety of

ways in campus recreation, from open recreation basketball pick-up games over lunch to a backpacking trip over spring break. It is the responsibility of the campus recreation program to gratify expressed needs, stimulate new interests, and help people develop new skills to explore interests to the best degree possible. The campus recreation program should also be in careful balance to include all opportunities for passive as well as active recreational experiences; programs that allow individuals with varying degrees of skill to participate; programs that allow progress in proficiency within the activity; indoor and outdoor interests; activities for group, dual, and individual participation; and interests that involve long-range as well as short-term participation. By concentrating on educating for the worthy use of leisure in campus recreation programming, these balances and goals can become a reality.

Our colleagues in academia have long been striving to prepare students to handle the physical, social, economic, psychological, and intellectual problems of the world. Students are required in a core curriculum structure to enroll in classes such as sociology, psychology, government, and biology to help meet educational goals and objectives. We in campus recreation can also provide a solid base for meeting worldly goals and objectives by educating for the worthy use of leisure, by continuing to relate and develop theoretical bases for our realm, and by concentrating on our role as leaders, practitioners, researchers, and educators for the entire leisure and recreation movement.

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A CASE STUDY APPROACH TO IMPROVING INTERRACIAL RELATIONS IN YOUR CAMPUS RECREATION PROGRAM

McKinley Boston, Montclair State College

Bryan Harris, University of Illinois at Urbana-Champaign

Jackie Farley, University of Oklahoma

Denny Byrne, University of Wisconsin-Madison

As stated in the title, the primary objective in making this presentation is to help the NIRSA membership improve interracial relations in their campus recreation programs.

The primary goal of most recreation programs is to provide a broad program of activities that will meet the recreational needs of the campus community. The campus community being a diverse, pluralistic group of people from different regions, races, genders, economics, and cultural backgrounds.

It is because of the diversity of people in our programs that from time to time we need to evaluate our approaches in terms of offerings, as well as sensitivity to special interest groups. In recent years, through effective lobbying by feminist groups and the passage of Title IX legislation, most people have been sensitized to the special programming needs of women as well as being sensitized to the dispelling of myths about female athletes. On the other hand, there has not been the same sustained effort toward improving relations among Blacks and other minority groups.

We know that most prejudices are learned attitudes and for the most part are fallacious in their meaning and interpretations (Katz, 1960). Ignorance is one of the primary contributors to the continued oppression of minority groups in the United States today. One of those learned concepts that many of us as professional educators have to deal with daily, but do not truly understand, is the concept of "Institutional Racism."

The United States Commission on Civil Rights, in 1977, defined institutional racism as a series of practices and policies which permeate our systems and make discrimination against third world people automatic. These practices and policies could be intentional or unintentional.

One of the interesting points about this definition is that it points out that efforts to oppress groups can be unintentional. Most people are of good will who wish to contribute to society and mankind in a positive and creative way. Yet, all of us have to deal with institutions and the bureaucracies of these institutions. Dan Dodson (1976) once wrote that the most segregated hour in America was eleven o'clock on Sunday morning. Thus, even institutions which promote growth and kindness to each other sometimes get caught in their own web of policies and politics.

As we stated earlier, one of the contributors to prejudicial attitudes is

the lack of knowledge about people (Katz, 1960). Before we share our scenarios that deal with specific problems, we felt the need to share some basic definition concepts that are generally accepted. These may have little or no significance for you, but our goal of sensitizing our membership will have been addressed.

Definitions

The following definitions from the National Board of the YMCA in New York will help the NIRSA membership distinguish racism from other realities frequently associated with the discussion on race:

Racism Isn't Just Prejudice

Perhaps the clearest and shortest definition of prejudice is prejudgment on insufficient grounds. This prejudice can affirm or negate, but in either case it operates with inadequate information. Any individual, therefore, can be racially prejudiced, be she/he Black, white, red or brown; but, no individual can be racist in isolation. He/she must be able to translate his/her racial prejudice into societal forms that perpetuate a particular color group's advantages over another color group.

Racism Isn't Just Bigotry

Bigotry is a more intensive form of prejudice and carries the negative side of prejudgment. Webster says, "A bigot is someone who obstinately and irrationally, often intolerantly is devoted to his own church, party, belief or opinion." Bigotry, then, is a state of mind and appropriate behavior ensuing from such a condition.

Racism Isn't Just Stereotyping

A stereotype is "something conforming to a fixed or general pattern and lacking individual distinguishing marks or qualities." Racial stereotypes exist when characteristics, attributed to groups simplistically and uncritically, are assumed to be rooted in significant biological differences.

Racism Isn't Just Discrimination

Perhaps the greatest confusion in social concepts is between racism and discrimination. Why is this so? Again the standard dictionary definition of discrimination is "the act, practice, or an instance of discriminating categorically rather than individually as the according of deferential treatment to persons of an alien race or religion," as by formal or informal restrictions imposed in regard to housing, employment or use of public community facilities.

Third World People

Third world people are those whose ancestors are from Asia, Africa and Latin America. They are people who are traditionally discriminated against because of race and color: Asians, Blacks, Native Americans, and Spanish-speaking peoples.

Pluralism

Pluralism presents a view of human interaction which values the differences, uniqueness and diversity among individuals and groups and

supports the expression of these values in intergroup, personal, and societal interaction.

Scenarios

The following scenarios represent specific incidents in which NIRSA professionals have identified problems generic to their specific institutions. In some cases there were recommendations for resolution and in other cases there were none. In any case, the problems are real and are summarized for discussion purposes. How would you resolve them and would you display sensitivity beyond your administrative responsibilities?

Scenario I

Bryan D. Harris, University of Illinois at Urbana-Champaign

Case Study: "Overcoming Negative Perceptions by Special Interest Groups".

The University of Illinois at Urbana-Champaign has an enrollment of thirty-five thousand students. Assistant to the Vice Chancellor and Director of Affirmative Action William Savage, said black enrollment here at the University of Illinois has increased steadily since 1968. Following King's assassination, enrollment climbed until 1971. "It then evened out" stated Savage. "It has continued to go up, but ever so slightly," he added. Today, blacks make up close to four percent of the student body. Savage agreed that this figure is much too low, but campus administrators are committed to raising it. Several outreach programs including Principal Scholars, Minority Introduction To Engineering, Peer Recruitment and The Educational Opportunities Program are designed to reach into the high schools and make contact with students, parents and counselors. "The university remains active in its efforts to attract qualified minority students," stated Savage, but he cautioned that the results won't be visible overnight. "There are no quick fixes to recruitment or retention," he explained, adding that retention includes finances, stamina, and social/cultural identification. Savage noted that there are several campus units that address at least one of these factors, "but it is up to the student to seek out the resource and use it."

In a survey conducted last year, only thirty-seven (black) males participated in the University of Illinois intramural sports program. On the other hand we have been able to attract 17 (black) student officials; 13 men and 4 women. It is quite obvious the problem is a low black population within our campus community. But what about the blacks who are on campus? Why do they not participate? In an attempt to try to resolve this problem I addressed the Residence Hall Association, Minority Student Orientation and have contacted Presidents of the black fraternities. Through these efforts a fraternity was recruited to participate in both intramural football and basketball. Football season went fine. The only exception was that the fraternity was not going to qualify for the playoffs and subsequently forfeited their last regular season game. Basketball

was an altogether different story. Because this fraternity enjoyed playing football, they tried to recruit the three other fraternities to participate in basketball. Their efforts were to no avail. Not only did the other fraternities not participate, their comments were "if you do (participate) Campus Recreation will find some way to mess you over." The fraternity went ahead and participated in intramural basketball. First of all, they signed up two teams and could only support one. Secondly after their third game of the season they lodged a protest which was denied. The ramifications of the decision was both predictable and very upsetting. Since they were not going to qualify for the play-offs they forfeited their last regular season game. Also, they were publicly humiliated by the members of the three fraternities. The sting from this blow must be long lasting because this year they signed up for football and dropped out and never signed up for basketball. The system doesn't seem fair to them, yet they isolate themselves from all avenues of input. What is the answer to recruiting and then retaining blacks in our program? The department remains optimistic that our current strategy of selling our product to minorities will end in increased participation somewhere down the road and hopeful that university attempts to attract more students will result in a more viable black student population.

Scenario II

Jackie Farley, University of Oklahoma

Case Study: "Dealing with Group Conceptions"

The situation began when two black fraternity teams in IM Basketball advanced to a single elimination playoff. Both had 3-2 records. Teams were given the opportunity to place themselves on the tournament bracket based on their record. Team A (first black fraternity) placed themselves on the bracket. Several draws later, Team B (second black fraternity) chose to play Team A even though there were other choices of teams on the bracket.

During the first round Team A defeated Team B and ultimately advanced to the tournament finals against Team C (white fraternity). There was a huge crowd for the tournament finals with fans from both teams equally represented. The BPU on our campus is very strong and were there in full force for the game. Team C won the championship and there were no significant crowd or team problems during the game.

Three days following the championship game, the BPU printed its monthly newsletter. The lead story in the paper was an account of the two black fraternities demise in Intramural Basketball. The story charged the department with purposely pitting the only two black teams in the division against each other in the first round so as to eliminate them as soon as possible. The story then referred to the championship game as "an obviously biased contest and that the department made sure the white fraternity was the victor". It went on to say that the black crowd

was treated more harshly by the Intramural staff than the white crowd and finally, that if the referees hadn't cheated the black team, they would have won.

The reaction began when having read the BPU article, the Intramural staff became very upset at both the inaccuracies of the article and the inference that the game had been rigged. The newsletter was only distributed among the university black community and did not appear to cause further controversy around the university. The IM staff felt a great injustice had been done to the department, the teams involved, the spectators involved, the referees of the game, and to the uninformed readers of the article. The article led those who read it to believe that this was one more example of racism at the University.

We approached a solution in this manner. The Director of Black Student Services serves as the sponsor of the BPU. He was immediately contacted by the IM Director about the story. He had been in attendance at the game and had not perceived any problems. The Director of Black Student Services met with the Intramural staff about the other allegations and was satisfied with the departments efforts concerning the matter. He expressed regret on behalf of the BPU for the article and said he would speak with the writer of the article and find out where he got his information.

The situation was left in the hands of the Black Student Services Director. He spoke at the BPU monthly meeting following the appearance of the article and talked to them about the importance of good sportsmanship. He also urged them to be careful about charging racism when things "don't go their way".

There was not a retraction of the story in the next BPU newsletter concerning the matter. Students, faculty, and staff who read the initial story were never told the real story, however, the IM staff felt that the Director of Black Students Services made a point in his comments at the BPU monthly meeting that was well taken. His comments were printed in the next monthly newsletter and we felt that his comments were sufficient.

Scenario III

McKinley Boston, Montclair State College

Case Study: "Do We Need Spectators?"

Montclair State College is a public institution of Higher Education in New Jersey with a full time undergraduate population of 7,200 students. Montclair State has 2,500 students living in residence halls and has a total minority population of 8 percent, many of them females.

As part of its fall programming, the Department of Campus Recreation offered a Women's Volleyball League. We decided that we would try to run the league without officials. There were eight teams in the league and seven were all white and one was all black. The round-robin competition went very well with little or no incidents to report. At the conclusion of the

round-robin competition, we selected the teams for play-off competition based upon their final standings. On with the playoffs!!

At the first round of the playoffs, we noticed that the team of black women had a number of their friends rooting for them, most were new to the gym. The game in the first round went smoothly, yet the spectators were very vocal in their support . . . maybe too vocal, and the black team won. The second round went pretty much like the first. The black team won and more spectators came for support. Once again, the level of support, accusations, and language could be questioned. The black team won again.

At this time, let me remind you that we played the league and the playoffs thus far without officials, and for the most part there were no real problems. The basic rule was that if you couldn't agree on a point, play it over, and the league supervisor was to be summoned in case of rule interpretation.

Finals. The Black Team vs. an all White Team

By the time the championship game began, there were approximately 50 black spectators who were supporting the black team. The black team lost the first game but won the second game. It was during the third game when I noticed that the black team was making questionable calls and their actions were being reinforced and cheered on by their supporters. The black team lost. The supporters actions after the game were ugly and very unsportsmanlike. The thing that was very surprising was that the women who were marvelous sports before the presence of spectators, were now very sore losers.

There was no doubt in my mind that if the women had played without spectators, the game would have gone well and overt hostile actions resulting in a show of poor sportsmanship would not have prevailed.

Some questions my staff and I asked were:

1. If we had officials, would we have had better control?
2. How can we better control spectators in IM contests?
3. Did the fact that there was an all black team contribute to the unsportsmanlike behavior?

What do you think?

Scenario IV

Denny Byrne, University of Wisconsin-Madison

Case Study: "Pugilistic Hoopsters"

On December 1st, the championship playoffs were winding down to a close with the apparent finalists for the evening's game being an all white fraternity and a predominately black residence hall team. The game began, as all final games seem to, with a pre-game introduction and the usual good-luck handshake, the best officials working (officials are

selected by performance rating - the highest rated official was black, while the second best official was white) within the best facility. It soon became clear that a physical game was developing in which the officials had reasonable control. Reasonable, however, does not preclude the placement of an elbow, hip, or an illegal pick. Soon the "reasonable" game became a rather macho case of one-upmanship. Naturally, both officials became targets of abuse. Each team seemed to accuse the other of "cheap shots" almost every trip up and down the floor. It was at this point that the officials called a time-out for the purpose of calming the worsening game conditions!

While this was a successful short-term solution, the so-called "ill-will" persisted into the second half until the inevitable push became a somewhat reluctant shoving match. Later, William, while on a breakaway layup, was seemingly undercut by Jack and a foul was called. Accusations, innuendoes, and slurs led to pushing and shoving, a fight quickly ensued.

The combatants were ejected, the game concluded with some negative, yet conciliatory feelings from each team. Each player involved was "requested" to join me for a separate meeting the following day to explain the behavior of the night before.

Operating on the assumption that recreational sports, and in fact sports in general (as do other elements of society), reflect society as a whole) disagreements which concern gender, racial relationships or differences based on rural vs. urban values are discussed in a much less formal, yet intense manner. The method I have used is what I call, "Understanding Through Role Reversal." It is a process I have used three times in a variety of settings, from rural New York to Urban California, with at least reasonable success. I often refer to it as the three "step" method.

Step #1 - Each participant is asked to attend the aforementioned meeting for the purpose of providing a statement including what happened and why they felt it had occurred. If there exists any inference of gender, racial bias, or value differences in my mind, or that of the student employees or of the participants themselves, the players will be asked to accomplish a short "homework" assignment.

Step #2 - The assignment is to answer two questions in writing and report for another meeting with all parties involved. The questions must be answered in detail in a most candid and open manner. The questions are: a) What is your position (not that of your peers) regarding the fight?, and b) Why do you feel your position is accurate or appropriate? Several casual issues are presented (competitiveness, racial issues, poor officiating, differences in value judgements, lack of self control) to initiate the thought process for both parties. The same variables are offered to both people. The final instruction to each person is to indicate to the combatants that the administration is not here to judge either position, but merely to aid in the understanding of the positions presented. The next

meeting is set and both are sent to begin their "homework".

Step 3 - The second meeting takes place with all parties involved with the fight. Each is asked to give her/his position paper to me, at which point I hand each person's paper to the other individual and ask each to go to different rooms, read the position paper and be prepared to defend it to me in 15 minutes. At that time, we begin a discussion regarding both positions, the validity of both, the concerns of both, and the perceptions of each to the opposite position statement.

These meetings take the place of our regular punitive action procedure, and to date have been more successful in eliminating misunderstanding and distrust among participants.

Though we are administrators, we are still educators and the attempt here is merely understanding. Understanding our limits and those of our competitors. Understanding our values, and realizing that other values are not necessarily bad or negative, but different. Lastly, it is through recognizing and understanding ourselves that we can best accept, or at least, respectfully tolerate others.

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ETHICS IN THE EIGHTIES

Mitchell Gartenberg, The University of Wisconsin-Milwaukee

The topic of ethics is a powerful and problematic subject for discussion. People do not tend to take ethical considerations lightly. Societies establish codes and acceptable modes of conduct to help people in that specific society to exist harmoniously. Breaches of these ethics cause individuals to fall from a society's favor and tend to draw harsh retribution for unacceptable acts. But who is to judge, and how do we discuss ethical considerations without imprinting one's judgement? Or, is that the very point of ethical discussions?

Ethical Positions

Ethics is the discipline of dealing with what is good and bad with moral duty and obligation. (Webster, 1977) Therefore, ethical problems exist everywhere for everyone with a conscience. Most choices are simply learned and repeated by rote memorization. It is when we need to draw upon our experience to determine an answer to a question which has been framed in a new perspective that we truly reflect our ethical positions. Although there are many positions one can take in answering a question the basic formula of how we answer distills down into three distinct familiar choices — telling the truth, lying or a combination thereof. Yet, positions are not all that crisply categorized. If telling the truth is equivalent to the color white, and lying is equivalent to the color black, then certainly there are situational factors which alter your decision making process which would have to allow for some grey. Not all questions are simply distinctive and clear, either right or wrong. Situational ethics and not absolute ethics is the crux of our personal and professional lives.

Ethical Considerations

It is important to recall that a variety of considerations effect the process of ethical decision making. Knowledge in the form of facts is the key. Facts are the foundation of a well thought out decision. They allow a person to remain calm and rational in sometimes tense and volatile situations. Think of the last time you had a fight in your program. Facts help you to remain calm and to decipher who started what and where.

When facts are conflicting or puzzling, utilization of theories help us make decisions. Although theories are not as concrete as facts, theories allow us to explore all possibilities and sometimes allow us to see beyond the limitations of facts. Why someone does something is at times as significant in affecting a decision as the action itself.

Personal experience and background also effect ethical decision making capabilities. Your heritage, education, geographical location, and personal interactions all influence you. How you view a problem tends to change with varying degrees of experience.

People are also a primary consideration. On two distinct levels our decisions involve people. People tend to influence our thinking process as well as vice versa. An example of the first case would be friends helping to shape our outlook, while an example of the latter would be how our decision would affect the course of a person's life for better or worse. In either scenario, people are integral parts of our decisions.

Ethical Problem Solving

How then do people go about ethical problem solving? Initially, we gather facts. A strong attempt should be made to collect as many facts as possible. One should attempt to get everything in written form if possible. Although this is sometimes a tedious and time consuming affair, the value of this task can never be underestimated. Incomplete information will invariably lead to a decision which is not only unfair but incorrect as well. Utilize theories when all of the facts are not available, making sure that you are being rational and not emotional.

Know the situation and parameters of your decision. Power, time and environment are integral in the process of problem solving. Know the limitations of your power and seek to control the situation at your level. Make the decisions you've been entrusted to make and leave the extraneous decisions to others.

Take as much time as possible to make your decision without losing the effectiveness of your investigation. Dealing with problems quickly and effectively is best; however, try not to ever trade speed for accuracy. Recall the time constraints you are under and focus on both the problem and the possible solutions.

Be sensitive to your environment, and understand the politics of your potential decisions. Be aware of how and where you deliver your answer. Take the time to realize that your standing in the environment profoundly affects your choices and the eventual decision. One should be sure to confront issues authoritatively. Do not abdicate your responsibility and do not try to hide behind a veil of uncertainty. Build a strong case, take conviction in what your decision should be and be positive in the presentation of that decision. Be tactful, but be sure that your choice is clearly defined.

Make sure that you understand the consequences of your answer. How does the answer effect your standing and the standing of those around you? There will be short term and long term considerations — do they negate, reinforce or accentuate each other?

It's now time you made the decision. Be as clear and decisive as possible. Bring all of your confidence down to bear on the situation. Take strength in your convictions and feel good about having a solid basis for your decision. Try to be just and fair. Understand the nature of the situation, and do not feel the need to be defensive. Control the situation and do not let the situation control you.

Finally, the decision has been made and everyone must live with it.

Feel confident in your capabilities to problem solve and believe that your decision is correct. With practice, difficulties in the process of problem solving become easier and confidence in the process is instilled. If you feel the need to change your decision, do not do so capriciously. Try and follow the same process you did to come to the initial decision. If there is additional information added to the process, do not hesitate to incorporate this into your problem solving technique. Remember, try not to override your decision making capabilities by skewing information to allow for a right answer. Allow all of the input to help you determine the just and fair answer.

An illustration should help clarify the aforementioned problem solving technique. A gold chain is missing out of your building's lost and found. First, get all of the facts. Typical questions should include who logged in the chain as lost and found, and on what day and time? What kind of description of the chain do you have? Who noticed it was missing and what day and time? Who had access in the interim?

Know your parameters and keep thinking. Do we call in the campus or city police? Was the storage cabinet locked and broken into? Who do you notify in your department? Can you pinpoint times when you know the gold chain was in your department's possession?

Confront any issues head on. Leads should be followed up without jumping to conclusions. Hearsay usually turns into "no way" so be sure to cast a weary eye on rumor and speculation. Try to be informative about any investigation without giving out too many facts. If you have a strong suspicion about any of your employees, be sure to pursue your investigation in a quiet and professional manner. Again, it is important not to jump to conclusions — allow facts to build the case for you.

Make sure everyone understands the consequences of the missing chain. You will or will not prosecute someone with the chain. A new procedure for lost and found will be initiated as a result of this incident. Cleaning shifts and patterns will be altered to remove doubt from those personnel. There may have to be reimbursement of the chain to the person who lost it.

Make decisions relevant to the situation. The police will be called in to investigate. All employees will be interviewed about the incident. Strong actions on this case will be taken even if we never recover the chain. If necessary, we will have police go undercover to try to find the thief.

The thief is found. What does one do? Do we simply have the stolen items returned? Terminate the employee? Charge the employee with theft and go to court? All of the above? Definitely, develop a course of action based on sound legal advice from the university's attorney and proceed. In any case make a strong decision.

Finally, live with the decision. If possible change procedures for lost and found. Look into hiring procedures and see if there needs to be fur-

ther checks and balances in this area. Be sure that you have done all that you can to correct the situation.

NIRSA Ethical Code

How do we incorporate ethical positions, considerations and problem solving into a philosophy with meaning for recreation professionals? This is done through review of the NIRSA Code of Ethics. Specifically, an important characteristic that has been identified as a professional quality is that of the establishment and enforcement of a code of ethics and conduct among its members. When an individual has met the requirements necessary to enter the ranks of the profession, the presence of a code of ethics and conduct is their assurance that a recognized consistency of job performance and behavior exists. (Daniels, 1980)

The creation of the Code of Ethics was an important achievement for NIRSA members on two levels. Professionals were now willing to make a clear commitment to recognizing standards of acceptable behavior. Secondly, obligations, responsibilities and relationships to others were no longer hearsay, but rather recognizable as valuable intentions and actions. A boundary of acceptable and unacceptable behavior was established. Professionals now had a tool by which to apply ethical work methods.

Is the NIRSA Code of Ethics truly representative and operable? With three articles covering areas such as education, employment practices, safety and research, (NIRSA, 1980) one would tend to believe so. However, there are problems with the mechanics of the code. Nowhere in the code itself is there mention of the consequences for failing to uphold the articles contained within. If there is a blatant violation of the code, to whom do we report this violation and what are the procedures involved? Also, should there be notation within the code of a responsibility to report violations? Do we really want to deal with violations and what would be the parameters of due process involved? Some sort of system would seem to be necessary to answer the potential problems. Understanding and enforcement of the code would be the preferred alternative (Schindele, 1983).

Even with the aforementioned questions in mind, the code seems representative. It covers a wide range of topics. It deals with the dynamic of potential as well as the reality of what is. We need it to guide us through difficult choices and seemingly unanswerable questions. The code helps us to understand what we ought to do when we need to do it.

Examples of Ethical Situations

Examples of ethical choices and decisions abound in our field. In order to highlight these situations, six specific areas will be used and they would include: employment practices, evaluations, discipline, criticism, affirmative action and computers. Specific examples of questions in each category are outlined below:

A. Employment Practices

1) Hiring

- a. Can you hire someone who has a totally different philosophy than you, but is extremely talented and competent?
- b. Is the "handshake offer" of a job still valid?
- c. Is your Search and Screen Committee adequately represented by those who will work with the person?
- d. Is all the information concerning the job given at the time of the hiring?

2) Work Rules

- a. Can you/should you treat all employees the same?
- b. Can one set of work rules fit all people?
- c. Do people in equal positions share equal responsibilities?
- d. Do you treat people differently (more respect) due to their position?

3) Firing

- a. What is your reasoning for firing an employee?
- b. To what extent would you go to fire an employee?
- c. Should a person's life outside of work have a bearing on whether or not to fire?

B. Evaluations

1) Formal

- a. What should the evaluation be?
- b. Is professionalism equivalent to total hours worked or whether the specific job is completed or not?

2) Informal

- a. Do you have an open door policy?
- b. Can employees speak freely with you about work problems without fear of retribution?
- c. Is good ethical? (As always giving favorable impressions?)

3) Raises

- a. Can you pay an employee what they've earned or simply what has been budgeted?
- b. Is it fair to give "straight across the board" percentage raises?
- c. Should people who work at different jobs receive different pay scales/raises even though they are at the same classification level? (e.g., Janitor and maintenance people?)

C. Discipline

1) Formal

- a. Do you utilize corrective discipline or merely use punitive discipline?
- b. Are you specific and methodical in building a case for dismissal?
- c. Do you utilize relatively small indiscretions to rid yourself of problem employees?
- d. At what level do you use discipline? (e.g., Is 15 minutes late to work for the problem employee the same as for the first time offender?)

2) Informal

- a. Do you take the time to talk to employees to correct the small problems?
- b. Do you rearrange work schedules to give problem employees the least desired jobs?

D. Criticism

1. Giving

- a. Can you criticize without getting personal?
- b. Do you utilize praise/blame in equal measures? Unequal measures?

2. Receiving

- a. Do you accept responsibility for your mistakes or absolve the blame?
- b. Do you view criticism as a chance to improve or a reason for failure?

E. Affirmative Action

1. Intent

- a. Do you follow the intent of the rules or the rules themselves?
- b. To what extent would you be willing to comply?
- c. Are your reasons for not hiring a candidate from the "final pool" real?
- d. Do you accept A.A. or are you merely "putting up" with it?

2. Activity

- a. Do you pass over racial/sexist remarks by employees or do you take the time to respond?
- b. Do you deal with discrimination by taking action or by being passive and not making waves?

F. Computers

1. Security

- a. Is there a need/requirement to secure discs?
- b. To what extent can you gather information from a computer?
- c. What happens when computers take us to where we do not want to go?

2. Personnel Issues

- a. Should computers be utilized to replace personnel?
- b. Who should or should not receive training?

Conclusion

Ethical decision making is an ongoing and evolving subject. Professionals need to understand ethical positions and considerations so that successful ethical problem solving can take place. The NIRSA Ethical Code helps in the problem solving technique by providing a recognizable consistency of what is expected. It is vitally important that individuals use information and experience to integrate their decision into an ethical fabric which is acceptable for themselves and their society at large.

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THE COMPUTERIZATION OF CAMPUS RECREATION OPERATIONS

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Introduction

In the 1980's several campus recreation departments have switched to a computer-based system of operations. Throughout North America microcomputers are utilized for the following units within Campus

Recreation units: 1) intramurals/exercise and fitness programs; 2) informal/outdoor recreation program; 3) business office; 4) publicity and design office; 5) ice arena and program and; 6) the directors office. This is certainly not an exhaustive list.

The procurement of micro computers indicates a commitment on the part of the campus recreation administration to get into the computer mainstream. Many campus recreation administrators have decided to specifically utilize micro computers and appropriate software packages for department operations. From a financial and applicability standpoint, using a computer mainframe and its' corresponding programming may not suit particular department needs. Additionally, the majority of the work involved with the set-up and programming of the computers could become burdensome depending on the expertise available.

The rationale surrounding the purchase of computer hardware and some appropriate software can be considered the first phase in the process of the computerization of a campus recreation department. The second aspect in this process can be referred to as the assessment and justification phase. This phase includes the investigation of all possible areas in which the computers can be utilized in an efficient and effective way within a campus recreation department. Applicable software programs must be examined to ascertain if they can accommodate the departments particular needs. Additionally, these software programs must be evaluated in terms of their effectiveness with regards to their application to the different campus recreation department needs. The third aspect within the phase is the familiarization and training of the campus recreation staff to the adopted computer system and its various computer programs.

Thus, the intention of this paper will address these pertinent issues. Specifically, the paper has been divided into three sections: a) rationale of a computer system; b) assessment and justification; and c) familiarization and training of the campus recreation staff.

Rationale of a Computer System

In many discussions surrounding computer uses, one of the topics generally centers around the subject "In what areas can the computer help me?" Over the last few years an abundance of literature exists concerning this area.

Unfortunately, the application of the computer and their accompanying software programs are basically limited to the business field. However, the literature does indicate many different applications for potential computer usage in the campus recreation field. Furthermore, it is possible to employ most existing business software designed for the office and managerial functions and adapt it to the campus recreation setting. Future trends indicate the growing development of specific software programs to the campus recreation field.

Invariably, concerns prevail surrounding what a computer can and will

not do. This is especially prevalent among persons with limited exposure to computers and their uses. There are a variety of reasons why departments choose to purchase computer systems.

In general computers will provide better and faster ways of doing what already is presently done. In most cases a computer will not become obsolete during its lifetime, despite the fact that there will be new and improved computer systems and the features will become faster and more powerful. It will be very simple for a department to upgrade any system that they may presently have. As long as the system is cost effective and provides the department the services it needs, a computer systems' obsolescence is only a state of mind. Additionally, through the university computer store, computers hardware and appropriate software could be purchased for a very reasonable price.

From an operations standpoint, the computer has a time saving ability and would benefit the entire staff in speed, accuracy and convenience. The computer offers the opportunity for consistency in every day work and can offer better service to the clientele the department is set out to serve. Much of the detail work involved in routine program management is ideally suited to computerization. The computer can expand readily as the volume of work on a job expands and can adapt easily to a variety of tasks. Types of analyses that were quite impossible under the manual system because of lack of organized data or computational complexity can be achieved through the computer. As the campus recreation department grows and develops, paperwork involved with this growth will pile up. Forms can be transferred to a computer to facilitate the gathering and updating of information. Also, a major capability of the computer is the storing and retrieving of data. Such files may be retrieved, sorted, searched and printed. Data storage application will decrease the amount of room needed to store reports. Through the use of the computer, paperwork can be lessened and staff time can be used more efficiently. This ability will help the campus recreation administrator get out from under constant paperwork. More time will be available for reflection and creative planning.

Another computer application, word processing, offers a faster and more accurate procedure for the department staff. When compared to typing word processing offers a faster turn around time, labor and cost avoidance and reduced errors. One will find out that eventually the work that the computer can perform through this application would require additional personnel if it was done manually.

Overall, problems that may arise through the implementation of a computer system will be mainly short term. It will disappear once the system has been in operation for a period of time. The benefits of implementing a computer system are long term and will be around long after all the problems have been worked out of the system.

Assessment and Justification of a Computer System

Description of Computer and Software

Presently the following hardware is representative of a "total package."

- A) 5 IBM XT's
- B) 1 IBM PC
- C) 3 IBM color personal computer monitors
- D) 3 IBM personal computer monitors
- E) 4 IBM Quietwriter printers
- F) 2 Diablo 620 printers
- G) 1 IBM Color plotter

The software packages that are utilized with the above hardware are as follows:

- A) Multi-Mate - Word processing package
- B) Multi-Plan - Spread sheet package
- C) Lotus 1 2 3 - Spread sheet package
- D) R Base 4000 - Data processing package
- E) PC Paint - Graphics package
- F) PC Story Board - Graphics package
- G) Crosstalk - Data Communication package

Naturally other hardware and software packages can be configured to suit the individual needs of the department and its main users.

Computer Applications

The following is a list of some of the areas that might be utilized through the use of the above computer hardware and software programs. It is meant to be sample computer applications for the campus recreation administrators. The list can be added to or modified according to the needs of the department. The number of applications is really unlimited and will depend to some degree on the imagination, resources, willingness to experiment and capabilities of the programmers.

1. Accident Reporting
2. Alphabetize - done automatically of participants in various classes, addresses and phone lists.
3. Budgeting
4. Century Club
5. Communication link with other departments on campus
6. Data bank
7. Intramural Scheduling - Instant scheduling procedure
8. Inventory
9. Mail Merge
10. Participation counts
11. Payroll
12. Personnel Scheduling
13. Publicity field - Graphics
14. Research - Statistical packages

15. Sport Officials

16. Word Processing

As indicated by the above samples, there are great number of opportunities for computer application and usage in the campus recreation field. Campus recreation personnel can learn, rather easily, to set up the micro computer to work on problems in the manner they want and more importantly in the manner they are familiar.

Role of the Campus Recreation Administrator

The campus recreation profession will need to be micro computer literate to survive in the administrative process of the future. Changes will be inevitable as management becomes more computerized. Managers should acquire some computer literacy during the early assessment and justification stages. Computer literacy can be described as knowing what a computer can and cannot do, how computers can be used and how they can affect the personnel and professional lives within the department. It is important that one understands the boundaries and capabilities of the computer. Administrators must get to feel comfortable with some of the basic terminology associated with the microcomputer. It will be wise for the campus recreation administrator to keep abreast of new ideas and to be receptive to using new computer technology. Above all, the administrator must prepare the department and staff for the oncoming transition due to the introduction of the computer into the work environment.

Effects on Department Personnel

When mainstreaming the staff into the computer age the director and/or computer director must be aware of those areas where a computer will aid in meeting the needs of the department. The Director will have to determine the hardware and software necessary to meet the department needs. In addition, the participants of a computer literacy program must be identified along with a decision as to who should teach and what to teach in such a program.

To help alleviate any misunderstanding, as well as providing opportunities for personal growth and productivity, staff members should be made aware of what they can expect from the computer and precisely what skill they will be expected to acquire. Any staff member touched or affected by the computer should be made aware of these changing demands. These demands may involve: specific operation competencies, different work routines, increased hand-eye coordination, task related thinking patterns and changes in both time patterns (eg. work schedules) and the actual work environment.

With regard to the staff, administrators will have to meet with the affected support staff to ensure accurate expectations of the new system. Any positive and negative expectations will have to be discussed. Anxieties, poor morale, and feelings of unproductivity should be worked out. Above all, the administrator must guide the transition with conscious,

well-paced, humane methods. This process should allow clerical persons to become most familiar with the computer. With regard to the anticipated change that the computer will have on the campus recreation department, the administrator must be proactive, conscious, responsible, creative and a leader. The administrators must be able to make major change without totally disrupting the working environment.

Training of Personnel

With the implementation of the computer, discussion will surround the issue as to who should be included in the use of computers. Which individual should learn about the different uses of the computer in order to make the department run more efficiently? Administrators, support staff and graduate students should become involved in the computer mainstream. The department to which each group becomes computer literate will depend on the needs of the department and the manner in which it will take to improve its efficiency. There will be those who will use the machine a great deal while others will use the machine more infrequently. Even if an employee does not come into direct contact with the computer system, the effectiveness of the information supplied and how the output is used is often determined by both the attitude and ability of the users towards the new technology.

While the profession has begun to integrate computer technology into its organizations, the training of its employees have not received as much attention as either the hardware or software of the systems. Presently, the computer still remains only a tool. While they can be powerful and a useful tool, the computers performance can only be a function of the people using the system. The time available and the training procedure adopted for the various groups in learning the use of the computer appropriate software must also be considered. Training schemes can and should vary with the structure and needs of the agency.

A note of caution is perhaps important at this point. From the experience of many departments, it is perhaps wise to train more than one employee on each aspect of the system. It is essential to have others who can assume the same duties when the primary operator is absent. Also the computer 'expert' must be careful that he or she does not become the sole authority on the computer and the only person who understands the use of the unit. If this occurs, this person may spend his or her valuable time doing the work, leaving little time to be creative and concentrate on some of the more important responsibilities.

Overall, the administrator should give the employee a sense of control over the work place as well as a set of positive perceptions surrounding the computer. Adequate time is needed to allow for adaptation. Computer knowledge should be extended beyond specific technical skills. Stress and anxiety are real concerns and have to be dealt with immediately.

Staff training should be an important agency objective. Adequate time is required for training, and an organization must anticipate changes by altering its own policies and structure in time to meet those conditions. To eliminate the anxiety which is change produced by a new technology and produce staff members who are computer competent should be important goals. This can be achieved through self paced learning and in house seminars. Hours will be needed in hands on training in which the bulk of what should be learned can be self directed using manuals and other available training devices.

In summary, precautions must be taken to ensure the initial and continuing accuracy of the computer operations. The micro computer is now a proven support tool for a growing majority of administrative staff. The computer system should be used to its full advantage in managing and implementing programs. The effort must be made to convert the bulk of the routine department operations to the new computer system. As the implementation takes effect, and people become more familiar with the new state, new applications of the computer to the departments program can be utilized.

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A COMPARISON OF SOME FACTORS CONTRIBUTING TO PROFESSIONAL DEVELOPMENT AT FOUR VERY DIFFERENT UNIVERSITIES

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College and University students as well as young professionals are constantly faced with a variety of decisions while searching for a "home" at which to continue their education or begin their careers in recreational sports. While much has been written and many deliberations

held on the practical aspects of professional preparation, the following article will explore the size of institution factor and its effect on the professional preparation process with specific reference to the opportunities for "hands-on" experience.

The four institutions used for comparison, have been categorized according to enrollment and size of recreational sports program. Miami University (Medium/Large) has an enrollment of 15,000 students and a large recreational sports program. Indiana University-Purdue University at Indianapolis (Large/Medium) has approximately 23,000 students and a medium-size recreational sports program. Southern Illinois University (Large/Large) has an enrollment of 24,000 students with a large recreational sports program. Purdue University (Huge/Large) has an enrollment in excess of 33,000, also with a large recreational sports offering.

Following is a breakdown of the factors contributing to professional development by institution.

LARGE/MEDIUM. Miami University is a liberal arts college with an enrollment that is 53% female and 47% male. Approximately 52% of the students live on campus in residence halls while the other 48% live in off-campus housing. The large Greek system involves 33% of all Miami students with twenty-six fraternity houses located off campus while none of the twenty-three sororities have sorority buildings.

Recreational Sports Programs. The recreational sports program is administered by the Office of Recreational Sports, a division of the Office of Student Affairs. The University has had a strong commitment to the recreational sports program, both philosophically and monetarily for the past several years. The operating budget for the Office of Recreational Sports is approximately \$185,000. The recreational programs include an intramural program of 38 activities with approximately 17,000 participants and 1,300 teams. The informal recreation program services approximately 168,000 participants based on hourly counts in the indoor facilities. There are 34 sports clubs which involve 1,800 students. The outdoor recreation program provides rental equipment for 1,500 individuals and organized trips and workshops for another 300.

The office staff consists of a director, associate director, assistant director, secretary, and eight graduate assistants. Three graduate assistants coordinate all intramural sports, two coordinate the outdoor recreation trip and workshop programs, one coordinates the informal sports program, one coordinates the aquatics activities, and another coordinates the first-aiders for intramurals and sports clubs. The office employs approximately 350 students every year. These students work as officials, building supervisors, lifeguards, first-aiders, outdoor recreation equipment specialists, and general office assistants. The office has no restrictions on the use or non-use of workstudy students.

Facilities. The university's indoor recreation facilities include two small-to medium-size pools, two gymnasium buildings with a total of

eight basketball courts, one gymnastics room, two weight rooms, 14 racquetball courts, two squash courts, one indoor tennis court, an outdoor recreation rental/resource center, and one multi-purpose room.

The outdoor facilities include 41 tennis courts, a Par Course circuit, a jogging path, and a disc golf course. The fields on campus provide for 19 softball diamonds or about 20 flag football fields.

Impact on Professional Development. The opportunities for professional development in the field of campus recreation are numerous at Miami University for the professional, graduate assistant, and undergraduate student alike. The programs are designed to be coordinated by graduate assistants with the supervision of a professional staff. This allows the graduate assistants to hire, train, and evaluate their staff, while coordinating and evaluating the program. The undergraduate staff is able to learn the intricacies of working for a student service program and, in many instances, learn supervisory as well as evaluative skills.

Advantages. The growth of professional development can be attributed to many factors, including sufficient budget to allow for a large student payroll and excellent equipment. A diverse student population presents a large variety of interests which provides graduate and undergraduate student staff opportunities for a variety of learning and training experiences.

There is also a diverse number of successful intramural activities such as handball, squash, soccer, and hockey that many institutions of Miami's size may not have. This provides additional experiences for the staff members. In addition the size of the intramural program increases the number of disciplinary problems, scheduling conflicts for teams as well as staff, and both participant input and concerns.

The facilities likewise allow for greater flexibility in offerings. These facilities can be utilized by a large number of individuals for intramurals, sports clubs, and informal recreation. Also, due to the partial sharing of some facilities with athletics and HPER, staff members learn how to share facilities and formulate schedules in cooperation with other departments.

Although there is not a large professional staff, the department is able to hire eight graduate assistants. The recreation programs are coordinated predominantly by the graduate assistants, thereby providing them a wealth of experience in many aspects of program management. Undergraduate students are utilized in many supervisory roles. Experienced officials are hired as intramural supervisors. These supervisors evaluate other officials and work closely with the graduate assistant coordinator thus learning valuable management techniques. Building supervisors must learn to handle a variety of situations in which good judgement is needed and learned. The large Greek system allows for a variety of experiences in the highly organized aspects of fraternity/sorority sports.

The outdoor recreation program also allows for many learning experiences. A rental center is supervised by the assistant director and operated by undergraduate students. These students learn the skills necessary for the management of a store. They are encouraged to treat the center as if it is owned by them, and are encouraged to make recommendations as well as make their own renovations to the center.

The trip program is coordinated by two graduate assistants who supervise voluntary undergraduate trip coordinators. These coordinators are afforded the opportunity to exercise leadership skills necessary for the success of camping and outdoor adventures. The graduate assistants are also involved with the coordinating of various outdoor recreation workshops in which they hire instructors and evaluate the classes.

Disadvantages. The large staff often leads to specialization in job roles. Often times staff members are not able to "learn it all." Because of the highly organized aspect of the program, there is limited room for creativity.

Even though there are a large number of indoor and outdoor facilities, there still are not enough to completely meet the student demand. Very poor aquatics facilities provide limited opportunities for a varied aquatics program. Open swimming, swim lessons, and an intramural innertube water polo league limit staff opportunities for aquatic administration. The intramural program suffers from the lack of properly lighted fields. This results in a large number of defaults due to contests being played as early as 3:30 p.m. Staff members as well as students can be adversely affected by defaults in that they do not reflect well upon the program. The lack of a track and field facility inhibits the organization of any appropriate activity. The large number of intramural basketball teams leave few courts available for informal recreation, and there is a great lack of facilities for any newly recognized sports clubs. All of these facility deficiencies deny many learning opportunities for professional and student staff members who would otherwise receive them at a larger school.

Conclusion. Although there are a few drawbacks, the professional development opportunities at an institution with Miami's enrollment and program size are extensive. The enrollment places Miami in the medium category, but with the large number of fraternities, sororities, and the close proximity of all students, these students demand, and receive, a large and varied recreational sports format. The commitment at both the Vice Presidential as well as the Recreational Sport Staff levels has resulted in this status. The organization, commitment, and cohesiveness of students, not the size of the school, appears to be the most important factor in the development of professional and student staff.

LARGE/MEDIUM. Indiana University-Purdue University at Indianapolis is primarily a commuter university with an enrollment of 23,000 students. In addition there are approximately 500 faculty and staff who participate in the recreational sports program each semester.

Facilities. The facilities available to these users include: a three court gymnasium, a gymnasium for dance, gymnastics, and martial arts, two 50-meter pools, a diving well with platforms as high as ten meters, a conditioning area with Nautilus, Polaris, and free weight equipment, and two racquetball courts. The outdoor facilities consist of a 28-acre site for softball, soccer, and a nine-lane, 400-meter, all-weather track.

Program. Each year approximately 9,000 participants avail themselves to informal recreation opportunities in running, swimming, weight training, racquetball and the same team sport activities that are included in the intramural portion of the program. The intramural sports offered are basketball, flag football, golf, softball, tennis, and volleyball. At the present time another fifty students are involved in the three club sports: soccer, women's tennis, and wrestling.

Professional Development. Since a formal graduate assistant program has not been available, undergraduate students are used to run the programs. The thirty undergraduate student employees are divided into two basic groups. There are those who by their academic course selection, desire, and experience are promoted to positions of responsibility. This group of students fills a need left vacant by the absence of any graduate assistants in recreational sports. The professional staff which includes two half-time positions, dictates that these "supervisors" accept responsibility for staffing and coordinating programs which includes evaluating their peers. These peers constitute the second group of undergraduate students whose responsibility it is to control building access, lifeguard, officiate, and operate the laundry equipment area.

Conclusion. The amount of hands-on experience is directly proportional to the number of opportunities. While the size of the IUPUI program limits the number of opportunities, the small professional staff and absence of a recreational sport graduate assistant, improves the quality of those opportunities. The decision to gain the maximum benefit from each opportunity is left to the individual employee. The professional staff is about the task of serving as facilitators in this decision making process.

LARGE/LARGE. With an on-campus population of 19,600 and an additional 4,000 students who commute, Southern Illinois University at Carbondale finds it necessary to provide a large diversity in its program offerings. A broad range of programming is necessitated by a campus which ranks eighth nationally in the number of international students and because Intramural-Recreational Sports serves faculty, staff, alumni, community, and their family members in addition to students.

The facilities are in keeping with universities of comparable size and are most comprehensive as is reflected by an Intramural Recreational Sports operational budget of \$1.7 million.

Program. An Advisory Board is very active and provides an avenue for student input. This student input is valuable to the staff because of the

large and diverse population. At the same time the students may exercise the opportunity for input since the facilities are entirely student funded.

The number of Intramural activities range from forty in the spring and summer to forty-seven during the fall semester. Intramural sports include divisions for men, women, and co-rec. There are between thirty-four and thirty-eight Informal activities each semester. Providing many of the Informal and Intramural activities in each of the three divisions accounts for the large number of individual participants.

Professional Development. The number of development opportunities is directly proportional to the number of participants. Very often the "exposure" factor accounts for many of these opportunities. One example of this exposure are those situations where the staff person serves as arbitrator; officiating and the associated disciplinary actions. The opportunities differ somewhat between undergraduate and graduate students. The following are some examples of what each group might experience.

Undergraduate Students:

- | | |
|------------------------|------------------------------|
| 1. Base Camp Operation | 7. One-on-One With Clientele |
| 2. Emergency Care | 8. Outdoor Supervision |
| 3. Equipment Check-out | 9. Reservationist |
| 4. Indoor Supervision | 10. Towel Room Staff |
| 5. Life Guarding | 11. Weight Room Maintenance |
| 6. Officiating | |

Graduate Students:

- | | |
|--------------------------------|--------------------------|
| 1. Budget | 8. Marketing |
| 2. Conduct Official's Meetings | 9. Programming |
| 3. Disciplinary Procedures | 10. Publicity |
| 4. Equipment | 11. Scheduling |
| 5. Evaluation of Staff | 12. Staff Meetings |
| 6. Hiring and Firing | 13. Supervise Custodians |
| 7. Inventory | 14. Training Personnel |

Each of these opportunities are enhanced through a close working relationship with the Professional Staff. The freedom to make a mistake comes with the assurance that this is considered part of the learning process.

Conclusion. If there is an area in which the professional development process is inhibited in such a large program it is the inability to specialize. While general knowledge is abundant, total growth in one or two areas is difficult to achieve. It seems that in a program such as SIU's, where over 200 students are employed each semester, professional development can be measured in "opportunity."

HUGE/LARGE. Purdue University has the largest enrollment of the four campuses highlighted in this article. Many of the 35,000 students enrolled use the Recreational Gymnasium (Co-Rec). Some are involved in In-

tramural Sports, accounting for over 16,000 participants per semester and there are as many as 3500 participants per day in Informal Recreation.

Facilities. Most of the indoor facilities are contained in the Co-Rec Gymnasium. Included are: twenty-one racquetball/handball courts, twelve basketball courts, eleven squash courts, fifteen volleyball courts, four badminton courts, two weight rooms, three tennis courts, two combative rooms, one table tennis room, one game room, one gymnastic area, and a running track.

Located out-of-doors are four volleyball courts, twenty-one tennis courts, six touch football fields, three soccer fields, fifty-five softball diamonds, two lacrosse fields, one rugby field, one olympic size swimming pool, and a diving well. The maintenance of these areas is the responsibility of five full-time employees. There are two other outdoor facilities, a skeet range and an area on the Wabash River used by the rowing crew.

Program. There are sixteen different intramural sports multiplied by sixteen different programs (ie. fraternities, sororities, residence halls) for a total of 275 activities. At least one of these activities begins each week for the first twelve or thirteen weeks of each semester.

Purdue has twenty-seven sport clubs with several others waiting for approval. They include rowing, martial arts, and racquetball, among others. The responsibility for these clubs is included in the duties of one of the Intramural Directors.

The Early Bird Program begins each Informal Recreation day at 6:30 a.m. Approximately 175 participants are involved in this program each day. There are as many as 3,500 additional informal users of the Co-Rec facility each day.

Professional Development. Academically, Purdue offers a variety of administration and management courses for the student with an interest in recreational sports. A student can plan a course of study and structure it to fit their needs.

There are two Graduate Assistants at Purdue and each has some involvement with the 95-100 undergraduate student employees. After an initial period of acclimation to the basic elements and functions of the program, these graduate students are given specific duties and responsibilities. These include: working with the maintenance department as well as front office personnel, involvement with intramural sports, and learning the equipment room and building access operations.

Once the general overview has been presented, a specific assignment is outlined. Directing the women's residence hall program might be such an assignment. This begins with developing policies and procedures, and providing publicity and promotions for the residence hall programs. In addition there is the scheduling of meetings, and the programming of leagues, playoffs, and tournaments. Finally, there is the evaluation of

program as well as personnel so that planning for the following academic year can take place.

Conclusions. In summary, it seems that each of the institutions surveyed serve the professional aspirations of both undergraduate and graduate students, although the breadth and depth of the experiences vary considerably.

The number of professional staff varies from nine at Purdue to one at IUPUI. This obviously creates different opportunities for students in their day-to-day interactions with top notch professionals. There were obvious differences in the opportunities to combine theory and practice. It would seem that the more advantageous environment is one where classroom learning is complimented by practical experiences gained "on the job."

THE NUMBERS RACKET

Joe Van Snellenberg, Simon Fraser University

I. Introduction

Keeping careful track of departmental finances can help isolate programs that are track stars - great in the long run (marathoners) or the short run (sprinters); and those that are either suffering from injury or are outright health hazards.

The program analyses suggested in this paper are in their simplest form cost and participation graphs. We will be dealing with numbers and statistics, and contrary to the adage statistics do not lie. However, depending on how they are used they can misrepresent the truth.

The main focus here will be on a serious analysis in which we are concerned with the truth about our programs. One or two "misrepresentations" will be looked at as illustrations.

II. Participation

Graph 1 shows total participation in organized Recreation programs at SFU over the last six years. In order to produce a graph such as #1, participation must be counted. Before one can honestly acknowledge a major growth in recreation participation, as shown by the graph, there must be assurances that the counting procedure has not changed over the years. The program may have had the same number of people participating in 1979-80 as in 1984-85, but the counting was less accurate. The importance of counting everyone cannot be over emphasized. The development of standardized participant registration forms, team lists, and counting guidelines are essential.

III. Graphic Tricks

Graph 2 shows a relatively static net operating budget over six budget years. It is, however, \$6,000 less than it was five years ago, and \$15,000 less than two years ago. To dramatize the decrease examine Graph 2A. Graph 2A is in most respects the same as Graph 2. The first thing one may notice is that only three years have been selected for representation in Graph 2A. This was done to highlight the years of decrease. Moreover, the drop in the net operating budget over those three years looks much more dramatic than in Graph 2. In Graph 2A the baseline for the vertical axis begins at \$80,000, rather than at zero, as in Graph 2. The effect of starting the baseline "part way up the ladder" is to emphasize fluctuations. This is in fact a standard trick in the graphic representation of statistics. While the tactic may be morally questionable, it can be effective and it can save space (because of the truncated vertical axis).

Examine Graphs 2B and 2C next and note that both of these graphs contain data identical to Graph 2, but they look very different. Graph 2B due to an extended vertical axis makes the recreation budget look small, while Graph 2C makes it look big because the vertical axis only goes to \$100,000. Again, these tricks are common practice in graphic statistics. The numbers themselves do not lie, but their representation can be deceiving. Use them, if at all, to your advantage.

IV. Revenue and Gross Budget

Keeping statistics on participation and net budget in the overall Recreation program may be useful, but there is much more that can be done. Program revenue, gross budget, and gross budget shares can also be used to get a picture of the current trends in department finances. Graphs 3, 4 and 5 show these figures respectively, and briefly explain the terms.

Each graph can be used for its own distinct purpose. Graph 3 could be utilized to show the major increase in program fees in an effort to argue against more program fee increases, or (in combination with Graph 1) to show the great job the department has done in increasing program revenues without turning away participants.

Graph 4, Gross Operating Budget, in conjunction with Graph 3 could show that to increase revenue you have to spend money. Graph 5 dramatically highlights the move toward department self-sufficiency over the past few years, from 88.2% dependency on University administration funds to just 23.6%.

Most importantly, however, the five graphs together provide a distinct picture of the road over which the department has travelled in the past five years. The trend is expected to be more or less the same in the next five years: less dependency on University administration funds, more user fee revenue, and more participants.

This is, however, not an easy direction to follow. Maximizing participation and maximizing program revenue are objectives that are sometimes

opposed to one another. If fees are raised too high, participation can drop and as a result total revenue may decrease too. In order to properly plan future direction, the figures and graphs given so far are not enough. Recreation programs must be looked at individually. At SFU, the Department can be broken into four main areas: fitness, intramurals, clubs and instruction.

V. Participation vs. Net Budget

Rather than have five graphs for each of the four areas, one needs to try to capture most of the information in a single graph. This one graph will hopefully depict the trends that have been mentioned previously.

After having experimented with several different types, the one that seems to best suit the needs at SFU is a Participation vs. Net Budget graph. Graph 6 illustrates this for the department as a whole.

Unfortunately, this type of graph does not have the visual impact of the bar graphs shown previously. Therefore, do not discard the old graphs in favor of the new one, but pick the appropriate type depending on its function. An administrator in another department scanning an annual Recreation Report would not likely be impressed with Graph 6. The graph is a little too complicated to figure out at a glance and only consists of a few dots and arrows. The big, bold bar graphs, however, are bound to catch even the least discerning eye.

Graph 6, Participation vs. Net Operating Budget, has *all* the information contained in Graphs 1 and 2 put together, and for that reason it is very handy. The concept of net operating budget does not tell how much revenue has been generated, nor what the total expenditures are, but is a compromise combining both. Net operating is total expenditures minus revenue. If revenue or total expenditures is more important than the difference between the two, then you can easily produce a Participation vs. Revenue or Total Expenditures graph. The possibilities are endless. Keep track of and graph the statistics that are important to you and your superiors.

Graphs 7 and 8 show Participation vs. Net Operating with Recreation split into its four main program components. Two graphs are needed here because some of the lines cross each other and some points are too close together when just one graph is used. Depending on your own program figures, two graphs may or may not be necessary.

The Fitness and Instruction graph (#8) spans just four years. Prior to 1981-82, Fitness was part of the Instruction program and operating costs were not separated. In order to make this type of graph possible, participation, expenditure, and revenue figures must be tracked individually for each area.

It is not within the scope of this paper to discuss the various year to year fluctuations in the given figures, however, it is important to point out some general trends and how the figures and graphs may be of use. Participation is on the rise in Intramurals and Clubs and so are net operating

costs. Fitness participation leveled off this year while it moved to a break even financial position. The instruction program also reduced net operating to zero, while participation remained relatively stable.

The Department has consciously been moving Instruction and Fitness towards a break even or money making situation, while Clubs and Intramurals have benefitted with increased net operating budgets. The question whether this is fair or not is one currently being considered within the Department. For now, further operating budget cuts will necessitate more revenue generation in the Intramural program. While Instruction and Fitness have traditionally been areas expected to provide substantial revenue, Intramurals and Clubs have expected heavy subsidy. This is due to change, however, since Fitness and Instruction are the two female dominant Recreation programs, while Intramurals and Clubs are more male dominant.

VI. The Breakdown

The next step in this analysis is to break up individual programs into various components and graph participations vs. net expenditures. While this has been done for all four programs, the focus here is on Intramurals because it is the largest, and most expensive program.

In order to make this Intramural activity breakdown possible, revenue, expenditures, and participations in each area must be tracked separately. There are a few problems inherent in this procedure, and they must be dealt with in order to make sense. Many Intramural expenditures cannot be directly charged to one activity or another. Such items as: Intramural Coordinator, Assistant Coordinator, program publicity, and office supplies are not expenditures that can easily be divided amongst the various activities.

VII. "Direct" Costs

When first working with these figures the department tried to divide up such costs fairly by various complicated methods. No matter what system was used, it always seemed somewhat arbitrary and tended to make smaller programs look relatively costly when compared to the bigger programs. Activities are now "charged" only *direct costs*. Direct costs include sport managers and officials, salaries, equipment costs, facility rentals, etc. In short, any expense that is directly related to that activity area, the benefits of which are not shared by the Intramural program as a whole is a direct cost.

Whether or not this example is used does not much matter. As long as what and how items are "charged" to individual activities remains consistent from year to year, the statistics will have meaning.

VIII. Cost Per Participant

Because the number of activities to be graphed is fairly large (eight), and many of the numbers are close to one another, using just one graph will surely be messy and hard to read. However, as it would be nice to compare activities at a glance, another statistical measuring tool was us-

ed. It is "Net Cost per Participant" and it is easy to figure once direct costs are calculated for each activity. Revenue from an activity, if any, is subtracted from direct costs to yield net cost. Net cost is then divided by the number of participants in that activity and the result is the "Net Cost per Participant." For example, in 1983-84, Intramural Soccer Leagues had direct costs totalling \$8,215 and revenue of \$1,028, equalling net cost of $\$8,215 - \$1,028 = \$7,187$. Participation was 1,811, so net cost per participant was $\$7,187 \div 1,811 = \$3.97$. Table 1 shows how net cost per participant was derived for each of the SFU Intramural activities.

TABLE 1

		Direct Costs	Program Revenue	Direct Costs minus Program Revenue (Net Costs)	Net Costs divided by Participants	
	Participants	Direct Costs	Program Revenue	Program Revenue (Net Costs)	Net Costs divided by Participants	
1981-82	Basketball	427	2620	--	2620	6.14
	Floor Hockey	369	2200	--	2200	5.96
	Ice Hockey	280	9515	5600	3915	13.98
	Soccer	1288	5770	--	5770	4.48
	Softball	242	2520	--	2520	10.41
	Volleyball	582	1730	--	1730	2.97
	Others	375	865	--	865	2.31
	Tournaments & Special Events	1673	3535	600	2935	1.75
1982-83	Basketball	365	2844	--	2844	7.79
	Floor Hockey	447	2157	--	2157	4.83
	Ice Hockey	211	8510	4685	3825	18.13
	Soccer	1474	8252	--	8252	5.60
	Softball	182	2101	--	2101	11.54
	Volleyball	634	1660	--	1660	2.62
	Others	380	999	--	999	2.63
	Tournaments & Special Events	2565	5177	700	4477	1.75
1983-84	Basketball	531	2417	685	1732	3.26
	Floor Hockey	224	1976	340	1636	7.30
	Ice Hockey	209	7956	4700	3256	15.58
	Soccer	1811	8215	1028	7187	3.97
	Softball	378	2218	--	2218	5.87
	Volleyball	406	1490	685	805	1.98
	Others	321	2721	685	2036	6.34
	Tournaments & Special Events	3758	5588	800	4788	1.27

Graph 9 provides a visual representation of the Net Cost per Participant; however, no attempt to provide an analysis of why one activity costs more than another or attempt to account for the year to year fluctuations in each sport will be made. A few generalizations will suffice.

In general, activities with minimum supervision are cheaper; for example, the volleyball league has a low cost per participant. In turn, those activities using two referees are generally more expensive than those with just one.

Activities allowing more than one contest to be played at one time are generally cheaper than those that do not. Again, volleyball can be used as an example because there are three courts going at once in one gym, while indoor soccer takes up the whole gym for one game.

The shorter the contest is in a sport, the lower the cost is per participant. Indoor soccer at forty minutes tends to be cheaper than softball which takes ninety minutes. Moreover, "equipment heavy" activities like softball (with bats, balls, and catcher's protective gear provided) tend to be more expensive than sports like basketball in which just a ball is supplied.

These observations do not come as any surprise and can certainly be figured out without the graphs and statistics provided. However, it is nice to have the actual figures to back up any theories on the expense of Intramural activities.

Graph 9 provides valuable information on what the direct cost per participant is for all the various Intramural sports. It is interesting and useful to know, for example, that despite a charge of \$30 per person ice hockey is still by far the most expensive program on a per capita basis. In order to "break-even" we would have to charge the ice hockey players another \$15.58, while \$2.00 would cover volleyball player expenses.

IX. Conclusions

Tracking participation levels and costs of individual activities within the department has proven both interesting and useful to show administration that the department, as a whole, has been increasing participation while decreasing financial dependence on the University administration. In other words, without cutting programs we have still managed to significantly reduce the net operating budget. The University administration, therefore, is not likely to tell us to cut "Activity A" or "Program B" because they see we are making positive strides towards cutting costs without having to step in.

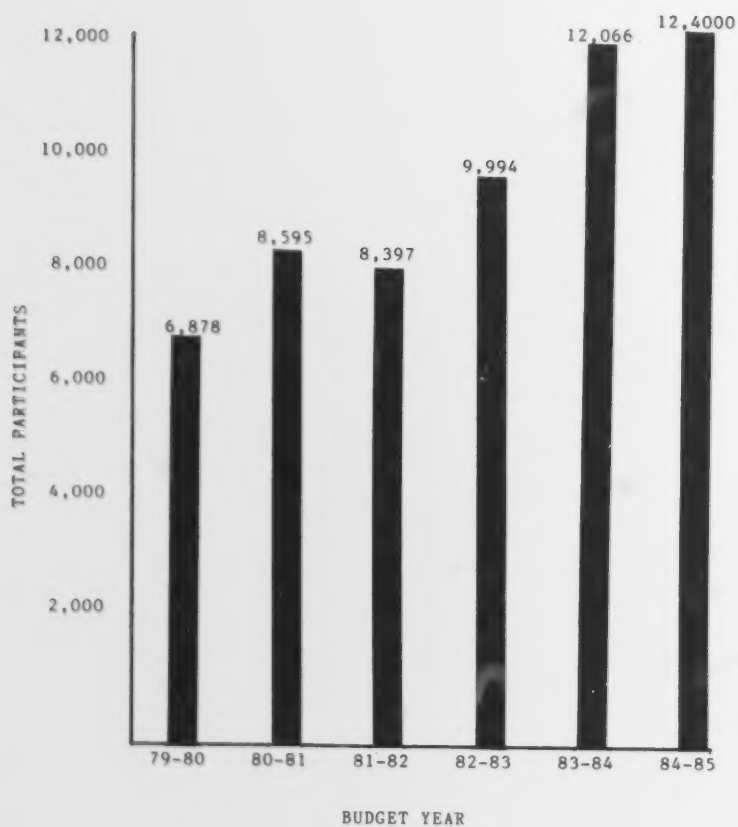
We have seen that Fitness and Instruction are the two programs that are really pulling their weight in terms of reduced budget. Intramurals and Clubs may, therefore, be scrutinized in the future to absorb any department cuts by increasing or introducing program fees.

Finally, the concept of "Net Cost per Participant" has allowed us to see just which activities are expensive or cost efficient. Although only intramural activities were shown here, divided into their components similar breakdowns for the various fitness classes, clubs, and instructional programs give us a basis on which to make budget decisions.

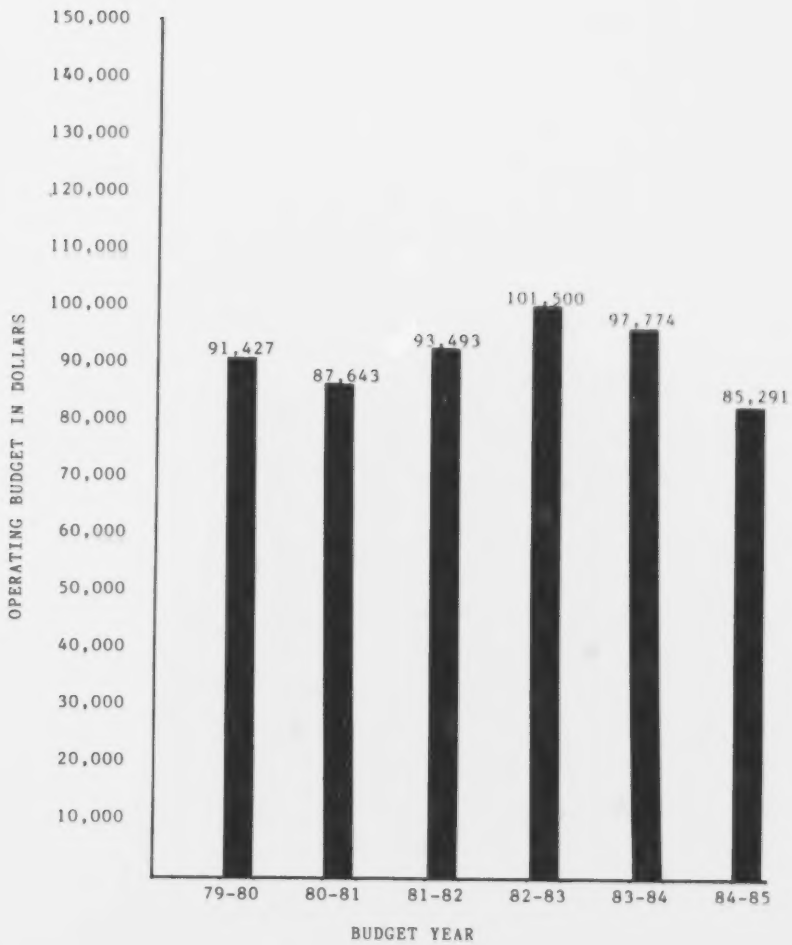
RECREATION PARTICIPATION

1979-80 to 1984-85

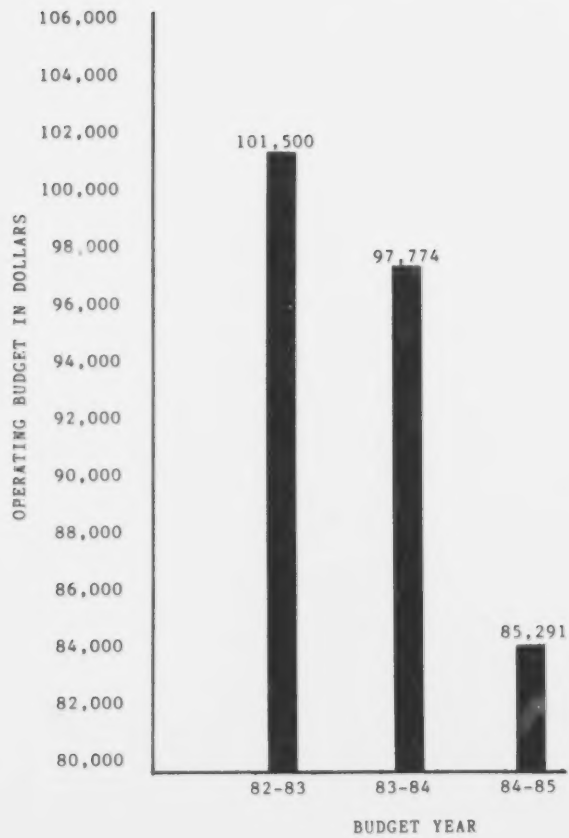
Graph #1



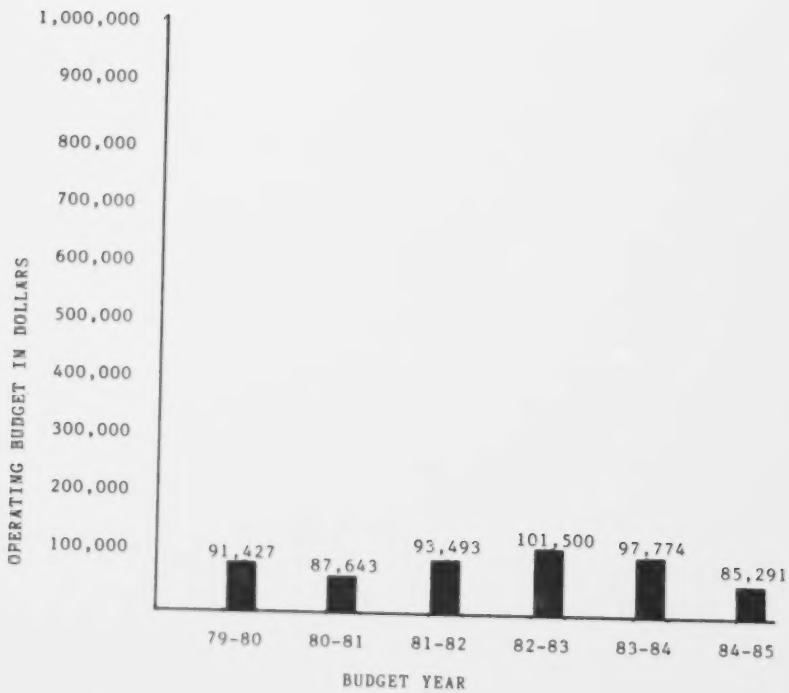
RECREATION
Net Operating Budget
Graph #2



RECREATION
Net Operating Budget
Graph #2A

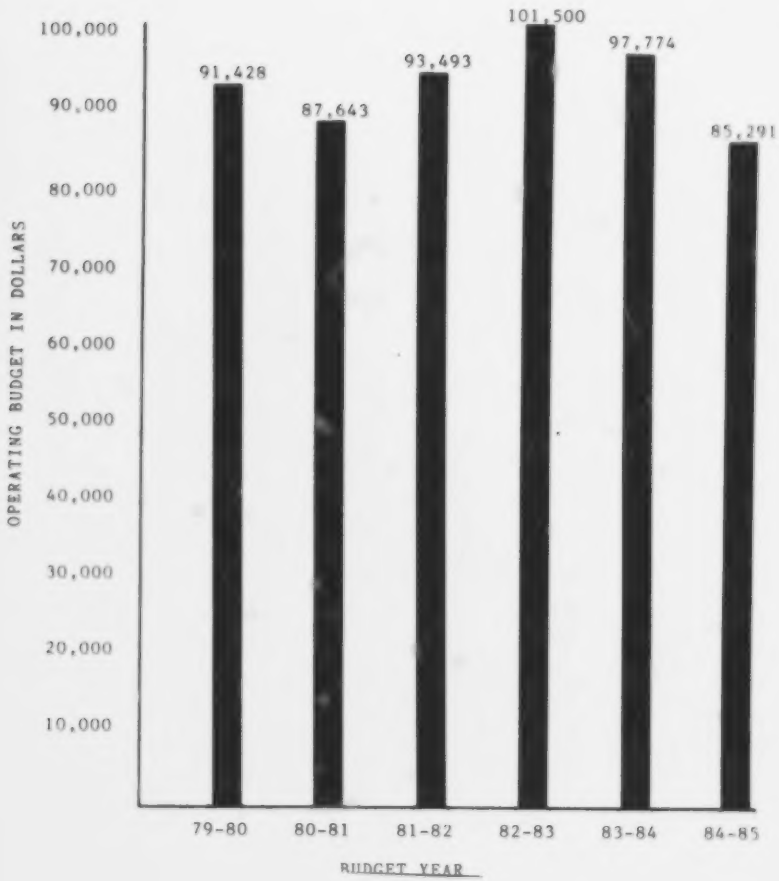


RECREATION
Net Operating Budget
Graph #2B



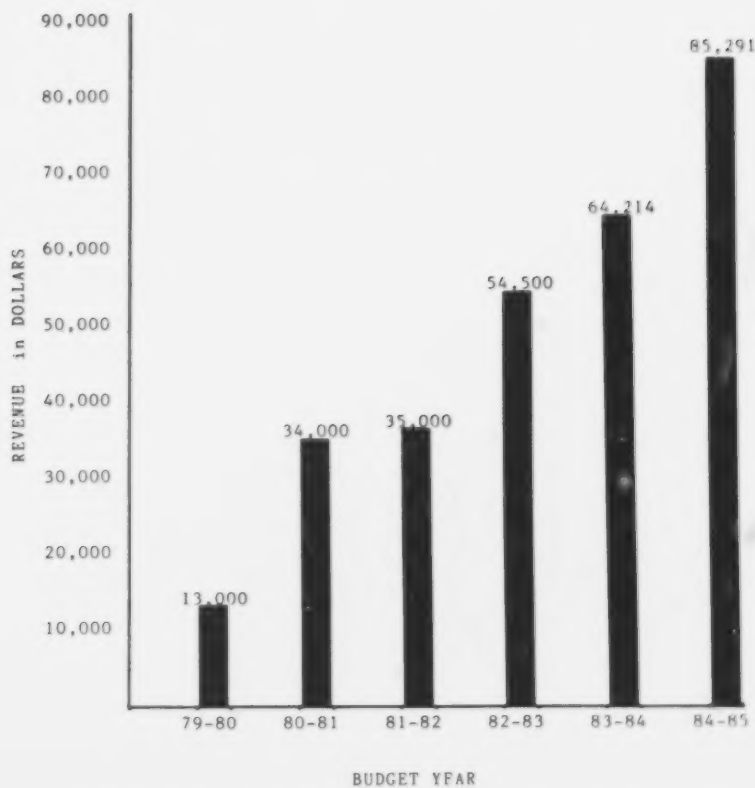
BUDGET YEAR

RECREATION
Net Operating Budget
Graph #2C



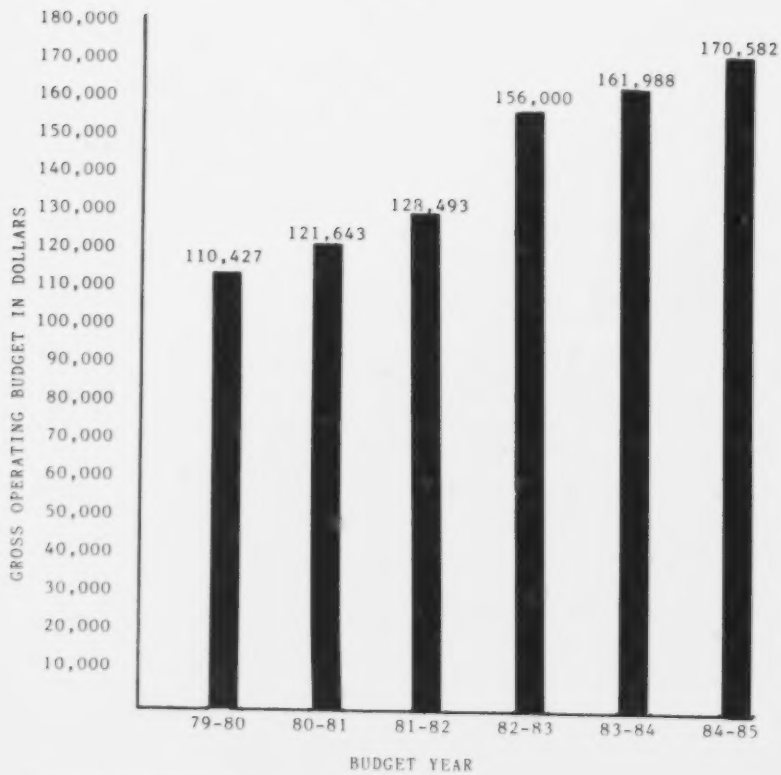
RECREATION REVENUE*

Graph #3



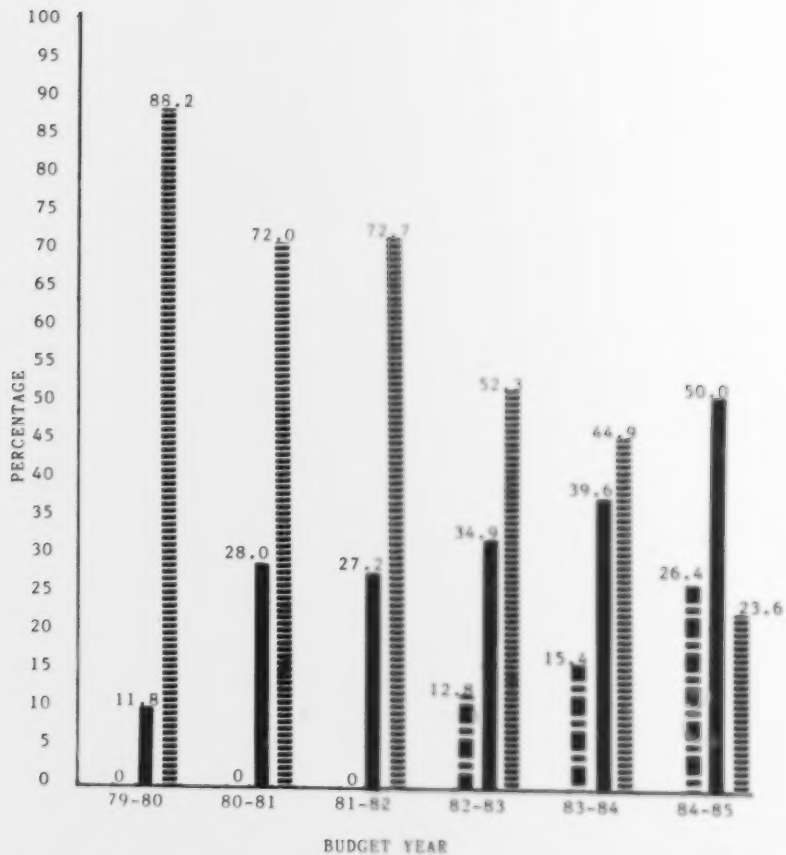
* Revenue obtained directly from program fees such as fitness classes, instructional courses and intramural default deposits.

RECREATION
Gross Operating Budget*
Graph #4



*Gross Operating Budget is total Recreation expenditures: Net Operating Budget plus Revenue.

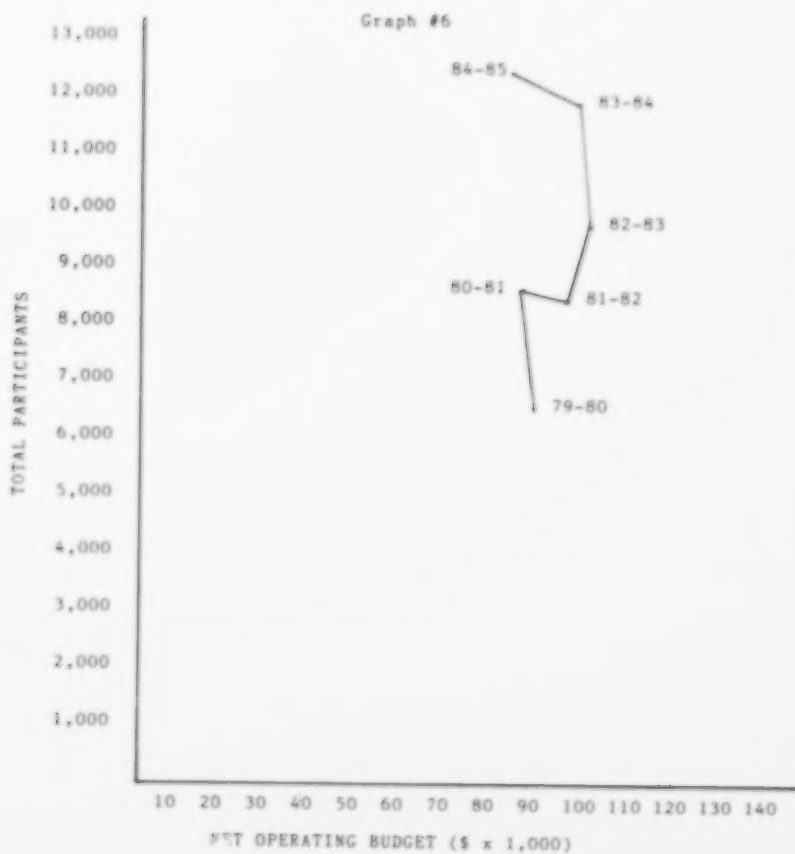
RECREATION
Gross Budget Shares*
Graph #5



*Percentage share of Recreation Gross Operating Budget financed by University Administration, Program Fees, and General Student Fees.

University Funding
 Program Revenue
 Athletic/Rec. fee, paid by students

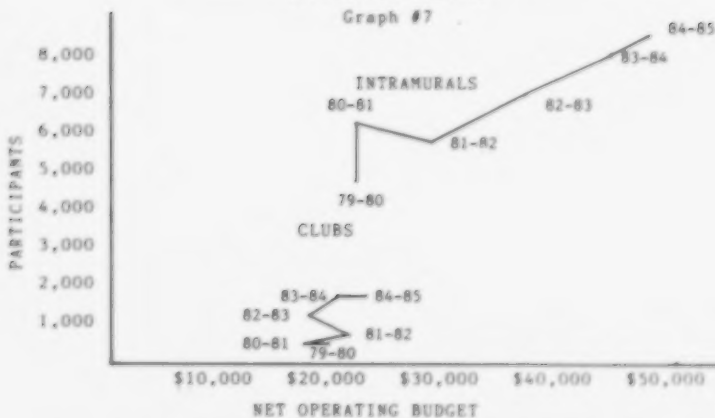
RECREATION
Participation vs. Net Operating Budget
1979-80 to 1984-85



INTRAMURALS AND CLUBS

Participation vs. Net Operating Budget
1979-80 to 1984-85

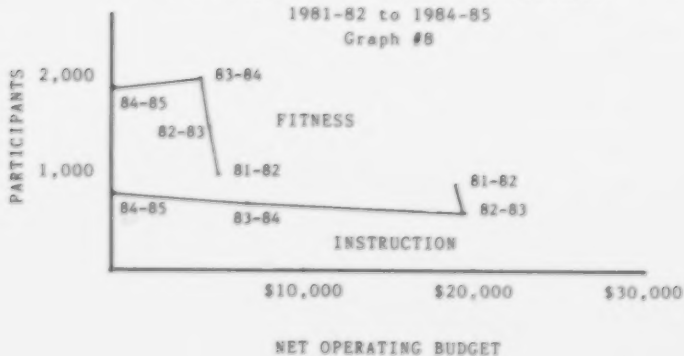
Graph #7



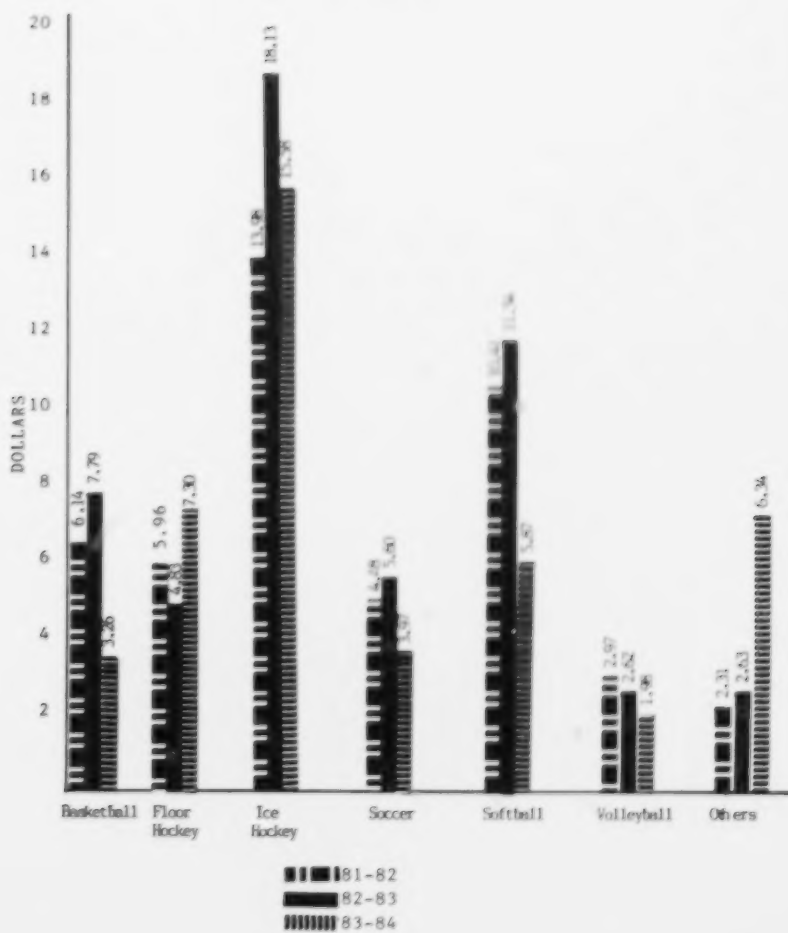
FITNESS AND INSTRUCTION

Participation vs. Net Operating Budget
1981-82 to 1984-85

Graph #8



INTRAMURAL ACTIVITIES
1981-82 to 1983-84
Net Cost Per Participant
Graph #9



CHAPTER II

Operations and Program

DEALING OUT DISCIPLINE: HOW TO PLAY

Harold H. Goldammer, Southern Illinois University at Carbondale

Disciplinary problems in the field of intramural sports are some of the most distasteful and frustrating problems encountered. However, the problems of violence and verbal aggression have always been with us and will continue to present themselves in the future. If we can learn to understand its source, then this understanding could help us cope with the problems and handle them more effectively.

This presentation will take a theoretical look at disciplinary problems and why they possibly occur, then apply this in a more practical sense and show how these problems are handled at Southern Illinois University at Carbondale. First, it must be emphasized that up to now no concrete answers have been discovered that explain the causes for violence and aggression in sports, just several theories.

Aggression is defined as the means used to achieve a goal by interfering with the goals and rights of others, to be pushy, belligerent, destructive or ruthless, depending on the consequences of the action. There is no single cause for violence and aggression in sports within our society. Eitzen (1984) suggests that contemporary America is a violent society. As a result, there is a strain toward consistency in society: violent societies have violent sports. Other theories offered as causation for violence and aggression include imitation and a competitive atmosphere with emphasis on winning and losing.

The imitation theory states that when young athletes identify with top level players perceived to be violent, their own behavior becomes more violent. Unfortunately, this type of top level player is at times held in high esteem by the media and given a good salary. As readily as forms of violence are accepted and condoned by sportscasters and reporters, it is

no wonder why the behavior would carry over into competitive intramural activities.

The theory of winning and losing in a competitive atmosphere is by far the most popular and widely accepted theory due to the number of incidents occurring in programs which emphasize win-loss records, playoffs, and tournaments. In these programs the use of physical and verbal intimidation are most prevalent. In this same setting, players learn to define violence and intimidation as an expected part of their role as athletes. It is no secret that you can put the gentlest individual in a competitive sport setting and see that person become the most aggressive player on the court. This generally happens because that individual does not like to lose. Ex-NCAA basketball coach Frank McGuire is quoted as saying, "In this country when you finish second, no one knows your name" (Eitzen, 1984).

Unfortunately, because of the strong emphasis on winning, it is likely that the strategic use of intimidation will continue to be most prevalent at the upper levels of competition and spread down to the lower levels of participation.

Jay Coakley (1984), a sports psychologist, outlined five reasons why he felt violence appears in sports:

1. *Threats to Moral Worth.* A player proves his worth to a team by showing how badly he wants to win through his aggressive actions.
2. *Threats to Adult Status.* Aggressive mannerisms provide a means to the goal by proving adulthood.
3. *Threats to Physical Well Being.* Violent actions by an opponent makes a player act violently toward his opponent in order to protect himself.
4. *Threats to Masculinity.* Males tend to show their uniqueness by displaying warrior-like behavior.
5. *Threats to Personal Feelings of Adequacy.* Athletes cope with the constant fear of failure, and these pressures lead to aggressive behavior.

There are other theories on a more positive note that deal with the benefits individuals receive from participating in an aggressive atmosphere. It can teach people to maintain composure despite frustrations and aggressive actions from opponents. It can be assumed that this ability to maintain composure in adverse situations will carry over into other aspects of one's life. This concept could possibly be a goal that a thorough intramural disciplinary program would have.

We have looked at theoretical causes of violence and aggression in sports, now let us take a look at what an intramural administrator can do to deter expression of these behaviors by participants realizing that undesirable actions will not be tolerated.

There are three forms of justice that can be shown within the context of sports and games (Greenberg, 1985):

1. *Distributive justice* is accomplished by apportioning rewards in accordance with the outcomes of competition, i.e., first place teams receive T-shirts; other teams receive nothing.

2. *Procedural justice* involves fairness of the rules by which reward and punishment are allocated as well as the fairness of the procedures by which the rules are determined and applied. Officials and the rules they enforce are applying procedural justice in contests.

3. *Retributive justice* occurs when violators are punished in a manner that advantages their opponents in an attempt to deter future rule violations. When dealing out disciplinary measures, we are using retributive justice. Penalties fall into two categories: (a) those used to restore equity, i.e., a freethrow in basketball or yardage penalties in football, (b) those used as a deterrent.

The Intramural Program at Southern Illinois University at Carbondale has different methods of handling disciplinary problems that attempt to deter future problems.

Before any competitive sport season begins, each team captain is given a manual outlining the rules for the various sports and penalties which will be handed out to violent and aggressive participants. Thus, team captains are informed early of possible consequences if they do not play within our parameters for the sport.

When a problem does occur at game site, it is the responsibility of the supervisor to fill out an Incident Report fully explaining what happened. It is very important that the intramural administrator discuss the incident with witnesses, i.e., game officials, to fully understand what happened before speaking to the violator.

It is imperative that the violator be contacted the next working day and an appointment set to discuss the incident in person. This method of in-person communication has proven to be more effective than communication by telephone. The Intramural Sports Office at Southern Illinois University at Carbondale is located in the Student Recreation Center, so we have the advantage of being able to suspend Recreation Center privileges until violators come in for a disciplinary meeting.

Disciplinary measures range from a one-game suspension to a full sport season suspension to a semester suspension from intramural participation to the losing of Recreation Center privileges for a semester. The ultimate penalty is to turn the violator's name over to the Office of Student Life where the incident is entered into the students permanent record with the possibility that he/she will be suspended from school. This support from University administrators for our program has made the job of handling discipline problems easier and the contests themselves operate much smoother and are more enjoyable to participants.

As a rule, most first-time offenders receive a warning or a one-game

suspension, each accompanied by a probationary period. If an offender repeats, the penalty becomes more severe. Participants do have the right to appeal disciplinary decisions before the Intramural Sports Advisory Board.

When talking with offenders it is important that they realize they were wrong in their behavior and that actions of that nature will not be tolerated. It is also important that you be a good listener. The participant may have good constructive criticism. You should try to make your penalties fair and always be consistent. By being a good listener, being fair, and being consistent in dealing with offenders, they leave your office knowing where you stand and the justification behind the penalty dealt them.

One would like to think that speaking to individuals who have misbehaved could assist them in acquiring social values, both in sports and in general. Individuals behaving in an aggressive, abusive manner must learn this is not an appropriate way to handle adverse situations and that offensive behavior is socially unacceptable in our society.

From a psychological aspect, it helps to be sitting behind a desk when speaking to offenders. It further helps if your chair sets higher up than theirs, the impact emphasizing that you are the authoritarian in the confrontation.

At SIUC we use some positive methods to deter unsportsmanlike conduct. Teams are rated by their win-loss record and sportsmanship. Teams who show good sportsmanship will be rated higher than teams that do not show it. Teams that show consistent good sportsmanship ratings (ratings provided by our supervisors), receive letters from our office commending them. We also have top 20 rating polls to rate top teams in respective leagues. We hope these rewards give teams incentive to conduct themselves appropriately.

Unsportsmanlike conduct in contests has been and always will be prevalent. Learning to deal with it effectively and consistently will reduce problems and make participating in and administering intramural sports much more fun, which is what it is all about — to have fun.

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DEFAULTS, FORFEITS AND OTHER NO-SHOWS - SOME CONCLUSIONS

Denny Byrne, University of Wisconsin-Madison

In the continuing search for information, which aids programmers in recreational sports to progress to a point of security and confidence, effectiveness and cost efficiency are key to the success. While it may be that the key to achieving this goal is the evaluation process, one important aspect of any review, is the study of defaults, forfeits and other no-show situations.

Last year, some limited conclusions were drawn from the information presented. That information is outlined within this report and compared with current information, to hopefully give added insight into the continuing problem of, Defaults, Forfeits and Other No-Shows - Some Conclusions and Discussion.

Trends have often indicated the improving status of informal recreation and the slowly falling numbers of the formal intramural program. Reasons for this are fairly obvious; increased awareness of the benefits of fitness, a "get-involved" attitude among the populus, more options for recreational activity and an increasing number of facilities. With fewer numbers of intramural ("hard-core") participants, one would think that there should be a greater commitment to the intramural program from those participants and therefore fewer cases where forfeits and defaults appear. This has not been seen at the University of Wisconsin-Madison. In a non-systematic manner, forfeits have been either increasing, or decreasing (only slightly), since 1983, and perhaps before 1983 as well. The goal established was to look for significant ways to decrease forfeits, defaults and no-shows to 5% or less of the total number of games/matches played.

This year's survey was entirely a telephone question/answer style survey. All teams forfeiting in football (Co-Rec, Men's, Women's teams), soccer (Co-Rec, Men's, Women's teams), and volleyball (Co-Rec teams) were called. There were 221 teams forfeiting during the fall semester, 1985. Of course, 136 responded to our question. The question asked was "Why, in detail, has your team (or have you) decided against re-entry into the intramural _____ league? Of the respondents, seven represented women's teams (5%), 40 represented men's teams (29%), and 89 represented Co-recreational teams (66%).

These responses are prioritized with the ranking for the prior year listed in the right hand column.

1) Lack of players	a) player pool decreased b) couldn't generate interest c) classes/exam priority d) injuries	1st
2) Lack of communication between team members		3rd
3) Times were inconvenient		17th
4) Lost enthusiasm - not specified why		8th
5) Distance from residence		2nd
6) Conflicting schedules of participants		6th
7) Lack of captain/team organization		14th
8) Increasing lab/class schedule		12th
9) Re-scheduling foul-ups		n/a
10) Lack of Communication - IM Office		5th
11) Too competitive		15th
12) Conflict among players		9th
13) Weather conditions		4th
14) Forfeit fee		7th

Responses from the previous year that did not appear this year were the following:

- 1) Meeting minimum requirements
- 2) Didn't read eligibility rules/policies, etc.
- 3) Inconsistent officiating
- 4) Didn't understand schedule
- 5) Not in contention for awards

Results for Co-Rec teams not showing up for a scheduled game were:

1) Lack of players	4th
2) Lack of communication between team members	n/a
3) Times inconvenient	n/a
4) Conflicting schedules of participants	n/a
5) Distance from residence	5th

Results for men's teams not showing up for scheduled games were:

1) Lack of players	2nd
2) Lack of communication between team members	1st
3) Increasing class/lab schedule	n/a
4) Times inconvenient	n/a
5) Lost enthusiasm	n/a

Results for women's teams which did not show up for scheduled games were:

1) Lack of players	2nd
2) Distance from residence	1st
3) Lack of communication with team members	3rd
4) Increasing class/lab schedule	n/a
5) Forfeit fee	n/a

Analysis

While reasons vary widely, almost 40% of the respondents listed lack of players as their primary reason for not participating. Several variables exist within this category which may have an impact on our programming direction. The decrease in the teams player pool seemed to be the foremost reason. Changes in class schedule and residence were the major concerns listed, with exams, weather and distance to activity also expressed. Several options exist to help us overcome the lack of players. Altering the time and format of the activity among them. The University of Wisconsin has done three things to improve this area:

- a) take entry fees a longer, yet specific period of time.
- b) begin play later in term - hoping to avoid residence hall or class changes, and
- c) changing to a shorter league schedule with all included in playoffs (except forfeit teams)

The lack of communication between team members seems to be one of the most common, yet difficult to resolve. Of major concern is how we as administrators can insure communication between team members. Maximizing this process has been accomplished at Wisconsin by reverting to prior methods cast aside last year - namely the elimination rules/organizational meetings. The consensus is that meetings can be a useful tool in the communication process, but each meeting should be interesting as well as informative. Captains have also benefitted by the better utilization of the registration packet and process. More information has been included in the packets and that information has been more clear, concise and direct. The registration process, likewise, has been simplified (i.e., registration in several locations, at consistent times, more often). Of the reasons for forfeiture most often given, "times being inconvenient" seems to be the one we can least control. All of us have some type of restrictions (facilities, physical education, athletics) which affect our ability to have greater scheduling flexibility. Neither instant nor traditional scheduling methods seem to affect this problem positively or negatively. Educating the prospective teams as to what times are available prior to entry seems to be the singular most attractive solution to this dilemma.

Losing interest in an activity can also have serious ramifications on a program. Why, less than three weeks into any sport season, would people "lose interest?" This is most often where one would see such feedback as; facility problems/locations, trouble with officiating, levels of competition too varied, etc. Generally, direct programmatic concerns are responsible for lost enthusiasm.

The distance from residence is another category difficult to control. You have no control, and usually little input, into the location of recreational facilities. You can only insure you have the participants best interests at hand. Such things as daytime contests for female contestants that must travel further for an event, advertising bus routes to your facility, conducting the program on days other than those considered "typical" activity days among them.

Distinctly different concerns were registered by the female clientele. It is unfortunate, but the need for concern for personal safety seems to be

growing each year. With it must be adaptations in programs and administration to accommodate this development. Earlier games, escort services and other added security concerns can be developed into a program without any "inconvenience".

The major difference within the ranks of the Co-Rec teams seemed to be our policy on rescheduling. Much confusion and difficulty resulted from our procedure. Many assumed they could easily accomplish this in 5-10 minutes. However, most found that contacting other teams was not easy and just quit the process without contacting the office.

The response from men's teams paralleled that of the overall response.

In conclusion, inadequate communication runs throughout the respondents. Either we as professionals have not communicated the necessary information to teams, causing immediate and long range problems, or assuming they have received the information, they have not interpreted it correctly. Many cases indicate we are not communicating effectively enough. Where do we go? Look at the communication involved, not just one aspect, but all aspects pertaining to the program.

These results indicate what we have all suspected - no-shows will occur in the best of programs. The continuing goal of minimizing them and their effects should be paramount, and consistent. Each situation, each setting and the program demands of each institution should be considered when analyzing how to stop "Defaults, Forfeits and No-Shows".

PROGRAM WHAT YOU PREACH

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This presentation asks some important questions about your Recreational Sports philosophy and whether your programming coincides with that philosophy. Fundamentally, the questions revolve around competition and the effect of competition on participants and on their behavior. To set the stage for this discussion, the following short humorous allegory by Anne Hebert entitled "Snake" is perhaps appropriate.

In the beginning God didn't make just one or two people, he made a bunch of us. Because he wanted us to have a lot of fun and he said you can't really have fun unless there's a whole gang of you. So he put us all in this sort of playground park place called Eden and told us to enjoy.

At first we did have fun just like he expected. We played all the time. We rolled down the hills, waded in the streams, climbed the trees,

swung on the vines, ran in the meadows, frolicked in the woods, hid in the forest, and acted silly. We laughed a lot.

Then one day this snake told us that we weren't having real fun because we weren't keeping score. Back then, we didn't know what score was. When he explained it, we still couldn't see the fun. But he said that we should give an apple to the person who was best at playing and we'd never know who was best unless we kept score. We could all see the fun of that. We were all sure we were best.

It was different after that. We yelled a lot. We had to make up new scoring rules for most of the games we played. Other games, like frolicking, we stopped playing because they were too hard to score. By the time God found out about our new fun, we were spending about forty-five minutes a day in actual playing and the rest of the time working out the score. God was wroth about that — very, very wroth. He said we couldn't use his garden anymore because we weren't having any fun. We said we were having lots of fun and we were. He shouldn't have got upset just because it wasn't exactly the kind of fun he had in mind.

He wouldn't listen. He kicked us out and said we couldn't come back until we stopped keeping score. To rub it in (to get our attention, he said), he told us we were all going to die anyway and our scores wouldn't mean anything.

He was wrong. My cumulative all-game score is now 16,548 and that means a lot to me. If I can raise it to 20,000 before I die I'll know I've accomplished something. Even if I can't my life has a great deal of meaning because I've taught my children to score high and they'll all be able to reach 20,000 or even 30,000, I know.

Really it was life in Eden that didn't mean anything. Fun is great in its place, but without scoring there's no reason for it . . . We're all very grateful to the snake. (cited in Coakley, 1982, p. 40)

The objective of this paper is to raise issues and make the reader think about the programs being run and the people they are affecting. It is necessary to play devil's advocate and challenge the reader to think about whether one's Recreational Sport philosophy is, in fact, consistent with how one programs. There are numerous ideas on possible ways to improve our programs, making them consistent with various philosophies, but there is not one definite answer. The aim of this paper is not to evaluate whether individual philosophies are right or wrong and any perceived criticism is meant for the purpose of analysis and not as an end in itself.

Recreational sports at all levels, and certainly in modern institutions, have direct impact on a large number of people. Campus programs affect more participants than interscholastic, intercollegiate and professional sports. There is no question that the philosophy and goals of recreational sport are different than other areas of sport? The expressed

goal of intramural/recreational programs generally is to encourage as many people as possible to participate in our programs. In addition, the target population is usually the average skilled individual rather than the highly skilled.

Assuming that the above are accurate, administrators should be concerned about the possibility that programs may be inconsistent with expressed philosophies. During budget preparation for various programs, the case is often made that recreation is different than varsity athletics, that recreation serves a unique function. However, is it possible these programs are inadvertently emulating varsity athletics? We encourage participation for all, yet generally reward only the most skilled individuals in terms of more playing time via elimination tournaments and with awards. How many programs attempt to emphasize that the experience of participating is as worthwhile as winning?

James Michener in his book, *Sports in America*, uses fun as one of his criteria for judging sport whether one is actively participating or spectating. "In either case," he states, "[sports] ought to provide a spiritual catharsis which cannot occur if participants are overly dedicated to winning. If the game isn't fun, it has lost at least half its justification" (1976, p. 10). Michener is not the only one who uses fun to judge sports. Jane McNally conducted a study questioning over 700 students "to assess their reasons for not participating more in sports. She found that for both males and females the single most important factor restricting participation was 'not enough fun'" (Orlick, 1978, pp. 131-132).

How does this relate to our recreational sports programs? Often when college students are encouraged to participate in Intramural sports, they beg off saying, "I'm not very good at sports." This is a consistent attitude on many campuses. In fact, what students may really be saying is that "It's not fun, it's competitive," and they fear that they won't fare well. As Dr. Terry Orlick states in his book, *Winning Through Cooperation*, "for most people, sports can be the most valuable by providing something other than another medium in which to be judged a success or a failure" (p. 129). Terry Orlick and Michel Bouet conducted a study which revealed that "fun was most prevalent in free flowing activities which were shared with others and where the importance of performance and evaluation was played down." (Orlick, p. 128).

If fun is essential, and in order to have fun, judgements are to be downplayed, how do Intramural championship t-shirts fit into the picture? Participants are more interested in getting t-shirts than in legitimately winning t-shirts. There is a great deal of evidence indicating that intramural teams resort to cheating or poor sportsmanship in order to win awards. When programs feature t-shirts and other awards, does not winning become the ultimate reward? Do we also have the responsibility to teach them other rewards of participation? When players resort to cheating, it becomes obvious that winning is important, not how the win

was obtained. In the book, *Psychological Behavior in Sport*, the author states that "excellence is usually reinforced only as a means toward the end of winning. Winning thus replaces excellence as a main value of competition in sport" (Alderman, 1974, p. 75). What is the goal that intramural/recreation programs should emphasize: winning or honest participation?

Alfred Adler's theory of fictional finalisms addresses this issue. Fictional finalisms states that superiority and perfection or the ideals of perfect living that people strive for — are based on their incapacities, feelings of inferiority and their compensatory attempts to overcome real or imagined inferiorities. Adler says,

Superiority over other people thus becomes an ideal or goal in one's life . . . The use of direct competition in sport [which is people reinforcing only the subduing and degradation of one's opponent rather than motivating the participants to achieve excellence] caters to such a view of life. Sport is used to demonstrate superiority, not excellence. This is an emphasis which should be unattractive to professionals in the field. (Alderman, p. 75)

How can programs promote fun and promote individual excellence and competence? For fun, it is possible to try variations of typical sports such as mud volleyball. To increase the aspect of fun and play there were no rules, no illegal hits and no referees, just good, clean fun! Another idea is a prediction run, where participants predict their time prior to the run, with first and second place awards given to those closest to their prediction. The fastest runners don't necessarily get the prize. How else can participants, other than winners, be rewarded for competence? At Ohio State's Turkey Trot, turkeys are given not only to the fastest male and female runners, but also by lottery to two participants who finish the race. Western Illinois University doesn't give out awards — unless they're donated through a corporate sponsorship, and then they have a lottery among all the participants for the t-shirts and hats. To combine fun and the reward of participation, another idea is to have awards in a golf tournament for novelty hole winners; shortest drive off the first tee, longest putt on the tenth green, most whiffs, and a host of other novel ideas.

The epitome of sport forming relationships was evident in the 1970's in the Peoples' Republic of China. The Chinese motto then, according to the Chairman of the All China Sports Federation was, "Friendship First, Competition Second." The Chinese practiced the philosophy that "winning or losing is only temporary, friendship is everlasting" (Orlick, p. 69). They believed in participation for participation sake. At the time there were 4,000 volleyball teams in one Chinese county, Tai Shan, often referred to as the land of volleyball. Based on his observations when he was there, Dr. Orlick noted that, "Participation itself, at any level, is viewed as a form of success . . . The emphasis is placed on honesty, cooperation

and mutual help . . . The game never becomes more important than the people" (pp. 70-74).

Some examples of this Chinese philosophy as observed by Dr. Orlick (1978).

Towards the end of a very closely contested game, a six-foot nine-inch Chinese player leaped into the air and spiked the ball with great accuracy to tie the game at 14-14. After being awarded the point, on his own accord he raised his hand to indicate to the official that he had touched the net. The point was withdrawn and the crowd cheered the athlete for this honesty. (p. 71)

In another incident, this situation occurred: Near the end of a closely contested basketball game, just as a middle-school girl was taking aim at the basket, a girl on the other team, who had been following her down the court, tripped and fell. The girl preparing to shoot stopped to help her "opponent" up. When play resumed, the girl who had been preparing to shoot merely put the ball back into play from the sidelines. (pp. 71-72)

The following typical pattern was observed at Chinese sporting events:

[An] event begins by both teams chanting in unison, "Promote physical culture — build the people's health." One team then shouts, "We learn from you," to which the other team responds, "We learn from you," and then in unison, they shout, "We learn from each other." The athletes run towards one another and shake hands. The team captains shake hands with the officials and the game is ready to begin. If there is a scoreboard, Friendship First will probably be written on it. (pp. 72-73)

It is somewhat discouraging not to be able to witness such cooperation and friendship first hand, in this country today. There is an isolated example of this type of cooperation associated with a sport played on our own campuses which most people hold in low regard — namely, rugby. Unfortunately, rugby has its perhaps deserved reputation from the inane and insane actions of several men's rugby teams. Anarchy and destruction were fostered among American teams and the snowball effect took place with each team trying to outdo the other team in stupidity on road trips. However, the men's rugby scene has recently improved, but once a sport has positioned itself in people's consciousness, it is nearly impossible to change that perception. Anyone with a marketing background knows this. Actually, any hooliganism that takes place in rugby is, in fact, a rebellion against the current sport creed and all its restrictions. Rugby players savor the fun aspects and team camaraderie that flow freely in its unrestrained atmosphere. There are aspects of rugby that are more in line with what people espouse the benefits of sport to be than actually take place on our intramural fields and intercollegiate courts. Rugby, the sport, is a game of total teamwork, cooperation and sportsmanship. For example, when players line up facing each other to get checked for legal attire before the game begins, they shake hands with the opponent

across from them. During the game, which consists of thirty players and one referee, the referee is infrequently challenged. There is not the constant bickering, harassment and dehumanization of the referee that is common in most other sporting events. Such confrontations are not condoned by teammates, the opposition or spectators.

Cooperation is coached into teams; there are no "stars" in rugby; people are extolled not to "hog the ball" but pass to a teammate in a better position to score. The idea is to pass the ball down the entire back line, not run it downfield yourself. The term which teammates use to signal that they are available for a pass connotes cooperation; they yell "with you, with you."

Selections for the A side rugby team are competitive and political, but there is no such thing as "sitting out" or "bench warming" in rugby, as everybody plays. Those who don't play A side, play on the B side the following game. If there are still people who haven't played, a C side game is organized for them which is then filled out with A and B players in order to get a full team. This means that sometimes a person will play two or even three games just so the rookies can compete in an actual match.

Immediately at the end of each rugby match, the winning team breaks out with the chant, "Three cheers for Westside. Hip, Hip, Hooray. Hip, Hip, Hooray. Hip, Hip, Hooray." In immediate response the losing team repeats the chant for the winning team. "Three cheers for Eastside. Hip, Hip, Hooray. Hip, Hip, Hooray. Hip, Hip, Hooray." Then both teams do the unimaginable and yell, "Three cheers for the referee. Hip, Hip, Hooray. Hip, Hip, Hooray. Hip, Hip, Hooray." Then the winning team runs to the sidelines and forms two parallel lines facing each other. The losing team goes between these lines in single file shaking hands on both sides. Congratulations are passed around with the salutation, "Good game. Good game." No mention is made of winning or losing. When the losing team members have passed through the "tunnel", they begin to form double parallel lines and the process is repeated for the winners.

In epitomizing the ideal of sport, the host team provides food and beverage (albeit beer) for the travelling team. There is not a fee involved for the away teams, as they are expected to reciprocate next time. The teams party together with no animosity for what has occurred on the field. For those who have never played or coached rugby, this type of cooperation and sportsmanship perhaps will be a source of amazement.

Might this type of sportsmanship and cooperation be of interest to administrators would could transfer it to intramural competition? What needs to be done? Jay Coakley in *Sport in Society* believes that such a transfer is possible, and says that,

Competition in sport can be de-emphasized, but to do so requires more than just paying lip service to the other dimensions of the sport experience. The setting in which sport exists must be structured to provide formal and valued payoffs for something other than

competitive success. It is difficult to convince people that winning and losing should not be primary concerns when the valued rewards go solely to the winners. (p. 37)

Programs cannot police all participants, but by changing the value system people will tend to control their own behavior and become more cooperative. This is consistent with the current emphasis on wellness, which includes healthy competition.

Many individuals complain about the hothead in Intramural Basketball who protests every call made against him or his team in a game. We sit around saying, "What poor sportsmanship. This kid has an attitude problem. Why can't he just enjoy the competition. What kind of upbringing did he have?" Well, he's part of our program now. How can we improve his sportsmanship, his attitude, his enjoyment of competition and his future behavior?" As the infamous saying goes, "If you're not part of the solution, you're part of the problem." As program administrators, are we content with scheduling recreational malcontents and misfits, or are we interested in making a positive, lasting impact? As Robert Kennedy said shortly before his assassination, "All that is necessary for the forces of evil to win in the world, is for enough good men to do nothing" (Orlick, p. 18).

There are ways to emphasize humanistic values. Marquette University and other colleges enforce sportsmanship ratings. Sportsmanship ratings can be done by the supervisors on duty or by the officials, depending on how the system will work best. Marquette uses their supervisors assuming they are more impartial judges. If teams receive a rating below the minimum standard, a staff member calls the team to discuss the situation and may observe their next game. If a team ends up with a low sportsmanship rating, they are not allowed in the playoffs. Otherwise, all teams — winners and losers — go into the playoffs if they are within the forfeit limit.

The sportsmanship rating could go one step further and a sportsmanship award could be given — in each division or even in each league, depending on the situation. It is not just competitive outcomes that are the basis for defining success and failure. Perhaps these awards can be even more appealing than Intramural championship t-shirts. In the United States, as stated by Jay Coakley in *Sport in Society*, "little has been done to control the heavy emphasis on winning. Competitive behavior is highly rewarded; cooperation and individualism rarely receive the emphasis put on competition . . . Competition will always exist in sport, but the significance of competitive outcomes can be changed." (p. 39).

Why would anyone want to de-emphasize competition? What is wrong with emphasizing and rewarding competition? For one thing, as the rewards for competitive success increase and competitive behavior overrides cooperative behavior, players "violate rules or tolerate violations so that the chances for success are improved" (Coakley, p. 55). The

probability then increases for increased aggression. James Michener summarizes this when he says, "The problem, therefore, is not with competition per se but with the violence that excessive competition arouses. This should be the grave concern of everyone connected with sport." (p. 427).

Secondly, if one of the goals is to increase the number of people participating, emphasizing competition will defeat this purpose. "Many people," says Coakley, "are made to feel that they are not good enough to participate. Perhaps this is an unintentional message, but it is nonetheless extremely effective in restricting involvement" (p. 131). D.V. Harris observed that apparently "a heavy emphasis on competitive reward structures . . . does not necessarily encourage achievement in the general population; in fact, competition may scare off potential participants" (cited in Coakley, p. 49). An overemphasis on competition, then, has the opposite effect of increasing participation. Why are athletic stadiums packed while recreational gyms sit idle? Boslooper and Hayes in the book, *The Femininity Game* (1973), say that, "The winner-loser syndrome has paralyzed the average American male into passive spectatordom . . . the stakes are too high for most men to afford. It's safer for men to appoint surrogates to win for them while they watch the contest over a glass of beer" (p. 105).

The point is not that competition is bad. The point is not that spectating is bad. The point is — think about the emphasis on competition and its results, think about whether the rewards for competition only produce the results that are intended, think about the lack of emphasis on competition and its results, think about whether the rewards for competition only produce the results that are intended, think about the lack of emphasis on cooperation and fun and sportsmanship, think about whether rewards for those areas of sport would increase the results that are desired. G.B. Leonard (1973) once wrote that in the proper proportion competition is like a little salt, "It adds zest to the game and to life itself. But when the seasoning is mistaken for the substance, only sickness can follow" (pp. 45-46). Further, as the author of *Psychology of Sport* says, "we are not suggesting that sports contests be eliminated but that the competitive psychological motivation for engaging in them and the social perception of them as competitive be reduced" (Butt, 1986, p. 42).

The views expressed here should not be considered to be radical, but are prompted by the current emphasis on competition that has relegated other values of sport to the background. As Harry Edwards (1973) states in *Sociology of Sport*, "The counter ideologies which are today challenging established sport focus upon these neglected values and beliefs. Hence, it is largely on the matter of *value emphasis* that the ideologies differ" (p. 336).

The thrust of this paper is consistent with the manner Harry Edwards (1973) summarized his book, "while undoubtedly many of the arguments made here will be contested . . . at least some new questions have been

raised and some old questions have been addressed from a new perspective" (p. 361).

In conclusion, the following thoughts appear to be most appropriate. They are from a section of the poem "First Peace," from Olympic gold medal winner, Barbara Lamblin's book, *My Skin Barely Covers Me* (1975).

can't we do it for the fun of it
for the love of it
instead of the gold of it

can't we get off the tit of the sacred cow,
the false idol
and into what it's really all about,

love

doing it
for the love of it.

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IN-SERVICE TRAINING: WHO, WHY, HOW

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Bringing quality recreation programs to our clientele is not an easy task. It requires a complex organization of people, activities and equipment. In order to maintain quality programs, it is necessary to train and maintain a core of quality employees. This goal can be accomplished in many ways, but one of the most common and effective ways of training and developing employees is through in-service programs.

The need for in-service training can be explained in several ways. An organization may hire an individual who is not specifically trained for a particular job, but may possess the potential to be a valued employee, or a valued employee may possess skills that have become obsolete and has a need to be retrained in more pertinent skills. The training and development need is expressed in this manner:

Standard or desired performance — Actual (present or potential) performance = training and development need (Schuler, 1981)

By removing the performance deficiencies of the employee, which is the goal of training and development programs, the individual is then able to perform at the desired level.

Removing the performance deficiencies of the employee being trained is significant because the employee will perform better and the organization will be more effective. By improving employee ability, the organization may also see enhanced feelings of employee self-esteem, lower employee turnover and absenteeism, and improved quality of work.

The responsibility for employee development falls on each line manager. For example, a vice president of a division of a university is responsible for the development of the directors within that division. By the same token, a program director would be responsible for the development of the employees within that program. However, in order for a training program to be successful, the employee must be willing to be a part of the program. In addition, the organization should not attempt to take over the entire responsibility of the development of the employee; rather, the employee must be willing to direct his or her own development.

Determining the content of the training program is a three phase project. There is an assessment phase, an implementation phase and an evaluation phase. While all three phases are important, the assessment phase may be the most important to ensure the program will meet the needs of the organization and the individual employee. The assessment phase requires that the needs of the organization and the employee, as well as the job, be analyzed to determine where the deficiency lies. This deficiency then becomes the basis for the training program which is actually the implementation phase. To determine the effectiveness of the

program is the main goal of the evaluation phase.

How does this relate to the National Intramural-Recreational Sports Association and to recreation professionals? Actually it relates in many different ways. Certainly, the directors of those programs that have a sizeable staff should be responsible for the in-service programs for their employees. These programs can be geared toward specific recreation techniques, general management techniques or specific agency policies. As the size of a staff increases, the easier it is to develop an in-service program for that staff on a formal level. Smaller size staffs of one or two individuals may use a more informal format.

Because many recreation programs are "one person shows", it is difficult to develop an in-service program for oneself. These individuals then have other alternatives from which to take advantage. First, any type of in-service program developed by their own agency or institution would be the local source of additional training. Secondly, for in-service training programs within their field, they should look to their national organization or governing body. For many individuals, the NIRSA would fit the bill. NIRSA offers many opportunities for in-service programs on a state, regional and national level. Indeed, this is the only opportunity many professionals have to receive any type of in-service training in new technologies and tools within the field. These in-service programs take on many formats which can be used at many different levels.

Organization of In-Service Training Sessions Within Intramural-Recreational Sports Programs

It is important to identify specific areas when organizing an in-service training session (i.e., identify needs, establish training objectives, training methods, audio visual aids, use of outside specialists, and evaluation systems, etc.). In order to successfully organize an in-service training program, goals must be developed.

Determining in-service training needs is the first important step in developing an in-service training program. Specific problems often reflect a need for training (i.e., personnel training, facility management, fund raising, academic responsibilities, etc.) Inquiries and complaints from the population that is being served are often excellent barometers in determining subject matter for in-service training sessions. Another method to determine needs is the development and disbursement of a questionnaire surveying the needs of potential participants for an in-service training session. (Sterle and Duncan, 1976).

Establishing the training objective is the second critical step necessary in completing an effective in-service training program. The objective of the training program could envelope many areas of interest and concern (i.e., staff training, officials, lifeguards, supervisors, upper level management, programming, facility management, etc.). The following are suggested guidelines for writing an objective.

1. Keep the objective within the experience and comprehension of the trainee.
2. Make the objective specific.
3. Assure that the objective be accomplished with available support staff and equipment.
4. Express the objective in terms of the trainee.
5. The time available for in-service training should influence the stated objective.

The planning stage of in-service training is important and must be implemented while allowing adequate time prior to the training session. A checklist should be developed to assure quality and organization. A suggested checklist is listed below:

1. Do not expect to conduct the session yourself. Involve other people and delegate responsibility.
2. Contact other agencies. Study other in-service training sessions. Obtain sound principles and good ideas.
3. Obtain qualified assistance. Collect quality reference materials. Bring in experienced outside speakers.
4. Develop an in-service training committee composed of individuals who can be depended on to carry out their respective responsibilities. It is important to select people who are interested in the project.
5. Train the instructors. Knowledge of the material to be presented is not enough. The instructors must know how to train those people participating. Clinics for the instructors could be very helpful. (Vaydak and Guetzlan, 1972)

Training systems are the next area that must be considered in preparation for in-service training. A number of techniques may be utilized in the training process. Among them are lecture, coaching, case study, role playing, the risk technique, human relations training, management games, and the conference method.

1. **LECTURE METHOD.** This is the most direct form of transmitting information and perhaps the most common technique utilized in training programs. A lecture is a means of transmitting knowledge, information, or attitudes. The advantages of the lecture are that it is a direct, clear form of communication; it can be controlled by the manager; and it can be accomplished in a relatively short period of time. There are some disadvantages to the lecture method: the manager may be a dull or boring speaker and the lecture is a form of one-way communication, with no group participation. Poor lecture techniques have been responsible for undermining the most well-intended training programs.

What are the components of a good lecture? Generally speaking, good speakers will motivate the people they are addressing. It cannot be assumed that people are eager to listen. In addition, the presentation must be well developed and carefully organized. Points must be stated in

a clear and orderly fashion and be presented in such a way that the information which is presented is natural, direct, animated, and enthusiastic. Two maxims regarding speaking are worth noting. The first is, "tell them what you're going to tell them, and tell them, tell them again, and then tell them what you've told them". The second is that the role of the speaker is to inform, entertain, and enlighten.

2. COACHING METHOD. In this procedure, a manager provides guidance and/or instruction to subordinates on a day-to-day basis. Essentially, the manager works with subordinates by guiding them while on the job. In this way, the employee is able to learn the manager's philosophy and values and also derives specific information regarding the technical components of a given job. The constant interaction that takes place allows for a freeflow of ideas and suggestions. Discussion may involve not only job-related tasks, but may focus more specifically on helping employees analyze their strengths and weaknesses. The coaching technique encourages individuals to express their personal needs and concerns. It allows them to develop their self-confidence by having a manager available to respond in a positive manner to their concerns, needs and work efforts. Although coaching is not thought of as a formal technique, managers should recognize that coaching takes place frequently and thus should be acknowledged as an important training mechanism.

3. THE CASE METHOD. This involves the analysis of a simulated or real situation relating to events or problems that might occur on the job. There are numerous approaches to this style. The Harvard method was developed in 1880 to help students learn by themselves by creating opportunities for them to think independently and discover basic principles that affect human behavior. This was accomplished through simulation of real-life situations in written form, to be solved by the student. This method has been widely utilized throughout North America. Another approach is the Wharton School method. The essence of this approach is that it focuses on an actual case that has just happened or is still occurring. Another approach is known as the Henley Syndicate. The outstanding feature of this approach is that it emphasizes the sharing of experiences in small groups.

Regardless of the type of method, all cases are based around four core elements. The first is the case report. In this part of the case method, a picture of the situation is developed. It may be written, transmitted verbally, presented on film or television, tape-recorder, and/or created through role playing. The second component is discussion of the case. In this part of the case method, attention is given to expanding the original material presented and trying to reduce the problem(s). Case analysis is the third element; it involves analysis of the human, technical, and time dimensions of the problem(s). In this part of the method, the situation is scrutinized and possible solutions identified.

The fourth element is to identify the current situation and its relationship to other considerations and/or group process in general.

4. **ROLE PLAYING.** This technique provides forms of human interaction that reflect realistic behavior in imaginary situations acted out by group members. Role playing provides an opportunity for individuals to narrow the gap between thinking about how they would react to a situation and actually reacting. In other words, rather than talking in a group about how one would react to a particular situation, role playing stresses acting out the behavior one might apply in a given management situation.

There are two types of role playing: structured and spontaneous. Structured role playing is usually oriented toward the teaching of a selected principle of management. A situation or behavioral problem is acted out with group members playing preselected roles. This type of role-playing exercise allows individuals to learn by practicing and to observe how others handle problems; and, it also provides opportunities for analysis. Spontaneous role playing is similar to the structured approach in that roles are acted out, but spontaneous role playing does not have a preselected format. Opportunities exist for individuals to react whatever way they feel is appropriate. In this way, people are free to respond to the dictates of a given situation and/or explore alternative behavioral responses to the problems encountered.

5. **RISK TECHNIQUE.** This is a discussion method that can be used by a manager to explore problems concerning an organization's members. In the risk technique, a situation, hypothetical or real, is presented to the group members. They are then asked to identify what risks the organization and/or individuals within the organization must assume to solve this problem. Each risk identified by group members is explored and examined by the group. This is a way of encouraging an individual in an organization to express his or her underlying job-related fears while at the same time encouraging other individuals in the group to examine and share their concerns. Hopefully, by sharing common concerns, an organization can lessen the risk factors involved in solving certain problems. This technique is especially successful in dealing with issues about which individuals are hostile or negative.

6. **HUMAN RELATIONS TRAINING.** This training technique is directed toward helping individuals explore and understand themselves and others better. There are a number of techniques under this heading, including sensitivity training and management grid training. Sensitivity training focuses on improving the quality of interaction that takes place between people. In sensitivity training, opportunities exist to increase awareness of oneself and sensitivity to others, improve communications skills, understand group dynamics, and develop diagnostic abilities. Management grid training allows individual managers to sensitize themselves to their management-leadership style. This technique usually involves testing individuals to determine their human relations orientation and their task orientation. Generally speaking, management grid

training allows individuals to gain perspective of themselves and analyze how their style or behavior relates to the goals of an organization. This technique offers an opportunity for individuals to diagnose their style and change according to the needs of the situation in which they are working.

7. **MANAGEMENT GAMES.** A management game is an exercise that incorporates elements of a situation faced by individuals and/or organizations. There are numerous game packages that organizations can buy which can be utilized in a training program. These games usually provide opportunities for individuals and/or groups to make decisions around simulated real-life problems. The primary benefit derived from management games is that they allow individuals to learn from experience without paying the price that results from faulty decision-making. In addition, they allow individuals to test our hypotheses and experiment to determine how a given course of action will affect the activities of an organization.

8. **CONFERENCE METHOD.** This training technique allows individuals to share their experiences and opinions around a common concern. A conference may be distinguished from a meeting in that the latter tends to be extremely rigid and rule oriented. A conference is held to encourage mutual group thinking. It is characterized by free discussion, which finds group decisions being made by consensus rather than by vote. The conference concept allows individuals to contribute their knowledge, experience, and opinions and provides a format whereby problems can be analyzed. A key to the success of this training method is the leader of the group. The leader's chief function is to raise questions, help the group stay on track with regard to the topic, and help summarize the findings of the conference. It is important to allow all individuals to express their viewpoints freely. (Edgington, 1978)

In order to conduct a successful in-service training program, the individual or group performing this important service must be very well organized. To achieve this discipline, the information listed in this publication may contribute to the success of an in-service training session.

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CHAPTER III

Fitness

FITNESS QUESTIONS DESERVE FITNESS ANSWERS

Dr. Gary Miller, University of Michigan, Flint

If your recreational sports program contains any segment devoted to the achievement of physical fitness - you are an expert. Regardless of your formal training or any disclaimers to the contrary, in the eyes of the participants you are THE knowledgeable source for information regarding their fitness. The participants look to you for the answers to their questions and for guidance in their quest for a more healthful lifestyle. You possess what the business world refers to as "expert power". "Expert power is based upon a special skill, expertise, or knowledge. The followers perceive the person as having relevant expertise and believe that it exceeds their own." (Gibson et al., 1986) The patrons extend to you and your program a degree of expert power and expect that the skill, expertise, and knowledge are all present.

To assist in developing the knowledge base, Texas and the United States Association of Minneapolis, Minnesota are two organizations that offer certification for physical fitness instructors. Another possibility would be the training of an existing staff member or the inclusion of this qualification in the departments next staff expansion.

In addition to the acquisition of a base of knowledge, the administrator must be able to communicate this information to the users. If the knowledge cannot be transmitted from the source to the participant, it is wasted. All forms of communication, including audio, written, and visual should be considered as avenues of dissemination.

Finally, the administrator must be flexible. Flexibility includes the use of a program like Dr. Kenneth Cooper's *Aerobics Program for Total Well Being*. This program uses a wide variety of activities to reach fitness. These activities are selected by the participant rather than the programmer. Another component of flexibility includes staying current with the in-

formation in the field. Three publications that are not only informative, but relatively inexpensive, are *Tufts University Diet & Nutrition Letter*, *Executive Fitness*, and *University of California, Berkeley Wellness Letter*. These publications, in addition to journals, will allow the administrator to keep abreast with the most recent developments in the field of fitness/wellness.

The benefits of having expert power permeates your program completely. The fact that the program is perceived to be more than just "rolling out the balls" brings respect from participants and from other units on campus. The new respect allows for expansion into new areas of concentration and new ventures carry with them the respect built through past projects. The "snowball effect" of presenting quality programs after quality programs elevates the operation beyond that attainable through complacency or status quo.

Physical fitness is defined as the capability of the heart, blood vessels, lungs and muscles to function at optimal efficiency. (Gotchell, 1983) It is more than the minimum capacity for daily job assignments and the occasional emergency. The five major components of physical fitness are:

1. Strength - the capacity to exert a force against a resistance.
2. Endurance - the capacity to exert a force repeatedly over a period of time.
3. Flexibility - the ability to use a muscle through its full range of motion.
4. Cardiorespiratory function - the ability to deliver enough nutrients and oxygen to the tissues and to remove accumulated wastes.
5. Body Composition - the relative amounts of fat and lean body tissues.

More recently a sixth component (Gotchell, 1983) of fitness has been included by some experts in the field. This component is motor skill performance and is defined as the ability of the muscles and nerves to function harmoniously. Various tests to measure the current state of any of these component parts of physical fitness are available through any fitness text book. These tests can be administered with a minimum of equipment and cost to either the program or the individual. The area of fitness testing and assessment is an excellent expansion for any recreational sports program.

Knowing what physical fitness consists of is not enough. The most frequently asked question is what benefits will the individual gain from becoming physically fit? The benefits take on two major forms: physiological and psychological. Physiological benefits include:

1. The stroke volume of the heart and cardiac output increases with the degree of physical fitness. The heart is better able to provide the tissues ever increasing amounts of nutrients and oxygen and is

also able to provide quantities of blood necessary to remove the accumulated waste products of exercise.

2. The anaerobic capacity of the body increases. The person is better able to perform tasks that require sustained periods of low to moderate levels of exertion.

3. In some individuals there is a lowering of blood pressure.

4. The ratio of high density lipoprotein to low density lipoprotein is increased. HDL is a naturally produced substance that removes unneeded deposits of cholesterol from the body, thus decreasing the risk of heart disease.

5. Most individuals experience weight reduction or a change in body composition. The ratio of lean to fat is increased.

6. Physically fit people are better able to endure trauma to the body, including illness and injury.

Most individuals notice the physiological benefits before the psychological benefits, but this should not diminish the importance of the effects on the mind of physical activity. In 1976 a tennis player, Tim Gallwey, explained what he called the four psychological steps of relaxed concentration that occurs through a body work session. (Edlin and Golanty, 1985) The first stage described is "paying attention." At this stage the individual is able to say "yes" to himself/herself, possibly for the first time. Physical fitness activity is a selfish activity. The only person benefitted/harmed is the individual involved. The second stage described is the "interested" stage. At this point the person no longer has to concentrate on eliminating extraneous distraction from the physical activity. The person is able to shift his/her abilities from external distractions and devote all energies to the task at hand. The third stage of relaxed concentration is the "absorbed" stage. During this stage the individual *cannot* be distracted from the physical activity. It is at this stage that people find they actually feel worse if they are denied the chance to workout than if they did workout. They can no longer be swayed from their desire to reach total fitness. Finally Gallwey described the often mentioned runner's high as the "merging" stage of physical activity. These psychological stages do not occur at the same rate or to the same degree in everyone and not all people will experience all the stages, but the benefits are felt nevertheless by physically fit people. The psychological benefits lead the individual to develop a positive addiction to physical activity. Today, the media constantly reminds us of addictions to drugs, tobacco, and alcohol. Physical activity provides the opportunity to develop an addiction that will **BENEFIT** the body rather than harm it. This fact must not be overlooked when discussing the psychological benefits of exercise.

The final effect of exercise on the mind is a form of self hypnosis. During physical exercise the body produces natural substances that affect the condition of the mind. The four major substances produced are

epinephrin, norepinephrin, endorphin, and enkephalin. These substances increase the creative visualization of the individual, produce a natural euphoria, and positively affect mood changes. Some psychologists are even prescribing physical activity as a form of therapy for their patients.

After understanding the responsibilities of fitness programming and the benefits of physical activity, the administrator needs to know how to set up a program for the population being served. Any general physical fitness program contains four major component parts.

1. Intensity - The program should contain activity that produces a vigorous overload of the body. A vigorous overload is attained by monitoring the heart rate. The "target heart rate" (Getchell, 1983) is determined by the following formula: $220 \text{ minus your age} = \text{maximal heart rate}$.

$\text{Maximal heart rate minus sitting heart rate} = \text{heart rate reserve}$
 $(\text{HR reserve} \times .75) \text{ plus sitting heart rate} = \text{THR}$.

2. Duration - If done at the target heart rate, the normal workout should last approximately 30 minutes.

3. Frequency - An individual should strive to workout an average of four times per week.

4. Type of Activity - Any person striving toward total fitness should concentrate on activities that provide an entire body workout. They should be vigorous, continuous and rhythmic.

Each individual workout is made up of three stages. The initial stage is the warm-up. This stage is used for preparing the body for the upcoming activity. It should include stretching to increase flexibility and mild forms of exercise to *gradually* increase the heart rate. The tendency of many people is to skip the warm-up entirely or to shorten it and thereby decrease its effectiveness. The warm-up should be continued until sweat appears. The second stage of the workout is the conditioning stage. This stage should contain the vigorous overload of the body, be done at the target heart rate, and be a total-body activity. A general method of determining if the workout is too vigorous or too long, is to monitor your feelings following the workout. You should feel fully recovered and rested within one hour. The final stage is the cool-down. Again the tendency is to shorten or skip this stage. Sudden stopping from vigorous activity leads to pooling of the blood in the extremities and the possibility of fainting. The cool-down stage should be continued until the heart rate drops below 100.

As recreational sports administrators, we need to be aware of the consequences of offering physical fitness programming. There are responsibilities and benefits for the administrator that operates a fitness component with a knowledgeable base. The program gains a new sense of purpose and respect, and the participant finds a new direction for their physical activity. It is a no-lose situation for all.

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WALK YOUR WAY TO FITNESS

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Introduction

First of all, what exactly is a "Walking Program"? Is it an exercise class? Is it a social club? Or is it another stress management program? Well, the answer is yes to three.

What took human beings thousands of years to learn is now the most natural activity of the body. Yet, people continually search for exercise alternatives and gimmicks. For example, the fad is now a machine that allows one to cross-country ski, in place! Granted, there are exercise benefits, but what about the snow, the trees, and the fresh air?

There are many different styles and speeds of walking: strolling, walking, hiking, climbing, speed-walking, backpacking, snow-shoeing, and race-walking. The level at which a person begins is dependent upon the level of condition of the body. For example, if a sedentary person began a program of regular walking at three miles per hour, three times per week, twenty to thirty minutes per session, there would be a gradual, but definite, increase in that person's aerobic fitness. For others, perhaps more dynamic walking is needed with increased speed, distance, or walking up a hill.

It was a very wise person who once said that the only exercise that does one any good is the exercise one does. Walking is easy, and it's for everyone - the old, the overweight, the heart-diseased, even the arthritic. For too many, an exercise program begins with running, even though their bodies are not ready for it. The result is usually injury and giving up. That "no pain-no gain" theory came out of serious athletes' mouths; but the other 90% of the population does not enjoy pain, yet still want the health benefits. Walking can accomplish that.

Program Design

In May of 1985, the Division of Campus Recreation at the University of Illinois designed a summer walk program to primarily serve the faculty/staff members of the university. It was our intent to develop a noon-time activity that would appeal to the "beginning" exerciser and be a social activity that could give healthy results in a comfortable atmosphere.

Although strict age guidelines are not imperative for such a program, we chose to gear our walk program to adults ages thirty and over. A major concern when dealing with this population class is to insure safety for the program's participants. The class "welcome sheet", distributed at registration, informed the walkers about the class format, medical considerations, class and personal goals, and guidelines to safe fitness walking. A release form (Illustration #1) was to be read and signed by each member before the first day of class. In addition, each person was required to wear a name tag (every day), on the back of which any medical considerations (limitations, medications, etc.) were printed.

One of the most important procedures in outlining a beginner's walking program is the designing of safe and effective walking maps. Over an eight-week session, four walking maps were sufficient. Routes were carefully designed around emergency phone locations, drinking fountains, shaded areas, delightful scenery, and consistent terrain, as deemed necessary. It is recommended that each map contain three routes for the slow, moderate, or fast-paced walker.

At the onset of the program it was the instructor's responsibility to assign the participants into groups of relatively equal exercise abilities. A fitness test was then administered, with the simplest test being the 12-minute run/walk test. Used by many physical education programs, this test had the participants walk or run, according to how they felt, for a period of 12 minutes, after which their distance covered was recorded and individuals showing relatively equal distances were grouped. These two or three groups were then assigned appropriate routes each week.

All participants were asked to keep a goal card on file that would document their attendance and mileage each day. Each mile walked was worth five "credit miles" toward their chosen "special" destination. Upon reaching the half-way point of their final destination, each participant received a "Walk Your Way to Fitness" T-shirt. The shirts were a

wonderful incentive to complete their goal, as well as, a nice added attraction and method of publicity.

Important to the success of any program is the means by which it is publicized. An attractive flier (Illustration #2) was designed for campus distribution and newspaper advertisements. Fliers were mailed to all departments on campus, posted in graduate dorms, recreation facilities, and information booths around campus. Ads were placed in the university newspaper as well as the weekly faculty/staff newsletter. Ultimately, "word of mouth" was the most effective means of publicity. Most participants signed up with a friend, spouse, or co-worker, whom they enjoyed exercising with, over their lunch break.

Facilities

Besides shady walking routes, it is important to have an indoor walking facility in case of inclement weather. An open area for warm-up and cool down exercises is also necessary. It is recommended that the stretching area be well-ventilated and temperature-controlled with close access to restroom and locker facilities.

The Instructor

The instructor's knowledge is rarely as important as experience, though a combination of both would be good. As such, a walking program instructor should have experience in extended walking or running so as to understand the personal and physical requirements and stressors.

CPR certification is both a legal and moral must. Anything can happen at any time, even under the most ideal situations. Also, first aid certification or education in first aid is highly recommended. For example, does the instructor:

1. Know the need for water on a hot day, and recognize heat exhaustion?
2. Know what to do for a sprained ankle? I.C.E. (ice, compression, elevation).
3. Know what to do for shin splints? (ice massage, flexibility exercises, rest).
4. Recognize the possibility of a stress fracture? (a nagging, reoccurring pain in a specific area).
5. Know that there are a variety of knee ailments (runner's knee, jumper's knee . . .) and although popping and creaking noises are usually harmless, any pain should be checked out by a doctor?
6. Know to always carry money for an emergency phone call?

Class Content

Because this program was designed for the adult over thirty years of age, information pertaining to exercise for this specialized group was included in the class content. Booklets and handouts provided by the National Recreation and Park Association, the Illinois Governor's Council on

Health and Fitness, the American Heart Association, and various other organizations were distributed to the class.

A typical class period consisted of warm-up exercises, the actual walking on designated routes, and cool down exercises. The purpose of the warm-up was to get the blood flowing throughout the body in order to loosen the leg muscles, prevent soreness and give greater flexibility. Various stretches and flexibility exercises prepare the body for higher levels of activity.

The walk itself induces an aerobic effect, which increases the flow of oxygen-filled blood through the body. This increased blood circulation and oxygen to the brain, combined with the release of adrenaline, can cause a euphoric feeling. "Runner's high" is not just for runners. Walking can be an excellent stress reliever, perhaps even more so than running. Often times beginning runners are creating even more stress by asking the body to work beyond its capabilities. During the walk, heart rates are monitored and participants learn to "listen" to their body to set their own pace.

It is important that the instructor educate the participants in personal heart rate monitoring. The pulse can be checked in two areas: (1) On the right hand (face up, thumb out), curl two fingers of the left hand under and onto the face of the wrist, just below the thumb. (2) Take two fingers of the left hand and place them GENTLY onto the right side of the neck, beside the thorax. For a "training effect" to occur, it is recommended that the heart rate be maintained between sixty to eighty per cent of the projected maximum heart rate for a period of at least twenty minutes. To find the projected maximum heart rate, take two hundred and twenty minus the age of the participant. Sixty to eighty percent of that number is considered the training range. For example, a forty-year-old man would have a projected maximum heart rate of 180 (220-40). Thus, his training range would be between 108-124 beats per minute. It is not recommended that a sedentary person, just beginning an exercise program, adhere to these training range requirements until at least two weeks of exercise has passed. Both distance and intensity levels increase as the program progresses. A five-minute cool down serves to re-stretch the muscles and gradually return the heart rate to normal.

How to Walk

As far as walking technique is concerned, changing the gait of older people is a difficult task. Making them aware of the proper walking techniques for avoiding injury, along with constant reminders, influences a few. However, if they feel uncomfortable with a new technique, they should be allowed to walk at their own pace as long as they are not in any pain.

The proper walking technique involves striking the ground with the heel of the foot first, then letting the rest of the foot roll forward. Each foot should point directly forward, rather than "pigeon-toed" or

"duck-footed." Picture a vertical line which divides the body in half and extends onto the ground in front. Each step should be an equal distance from that line, never falling outside the width of the body frame. The natural swing of the arms is also important for rhythmic and cardiovascular functions.

WHAT TO WEAR

Shoes

Walking is one of the most attractive programs because the only equipment needed is a good pair of walking shoes. Walking shoes, according to the manufacturers, stress four main features: durability, comfort, fit, and style. Lightweight shoes with a porous material that breathes and allows air circulation to cool the feet while allowing perspiration to evaporate, thus keeping the feet dry, are preferred. In addition, both nylon and leather are very durable and will give years of valuable service. The shoe should have a good arch support and allow room for the toes to wiggle. It should fit snug, but not tight, especially in the heel area, under the arch, and across the instep. A proper fit will provide support but not bind. The seams should not produce blisters. Soles should be flexible enough to permit normal rocking experienced while walking. Ideal flexibility should allow the front third of the foot to bend as in walking, while being thick enough to help cushion the shock experienced in walking. Smooth-soled shoes with no waffles or ridges on the sole are best for flat, even pavement, while shoes with treads are needed for walking and hiking through soft soil or uneven ground.

Socks

Cotton or wool socks are best, as these fabrics breathe. When trying on shoes, one should make sure to wear the socks that will be worn while walking. These socks should be free of seams in the chafe-prone area. As the distance and intensity of the walk program increases, two pairs of socks may be worn, one being of lighter weight fabric.

Clothing

Clothing should be comfortable and made of a breathable fabric. Clothing should not in any way restrict activity. One should be able to stride freely without feeling garments bind or chafe the legs. The clothing should be layered to permit removal of certain garments (sweater, etc.) as the body temperature rises. After the walk, these clothes can then be reapplied to help prevent cooling off too rapidly. One should wear cool colors. It is a fact that dark colors absorb more of the sun's rays than light colors do. Black is the most absorbent, white the least. Hats and umbrellas are great in helping to protect one from the sun.

The Benefits

From helping with weight loss to building self-confidence and releasing stress, walking is just about the easiest, safest form of exercise for anyone. For those concerned with losing weight, a running program is sometimes out of the question. The shock on the legs of a runner is up to

4 times their body weight, whereas walking is only 1.5 times the weight. Yet, half an hour of four MPH striding (about the speed you'd walk if you "had somewhere to go") burns one hundred and eighty to two hundred and fifty calories. A walk like this every day means a weight loss of fifteen pounds in one year, without changing eating habits. Also, as your body adapts to more vigorous walking, you will be better able to adjunct some form of running and burn more calories.

Again, walking can be a stress-reducer. When a person is faced with a stressful situation, the body reacts physically. The nervous and endocrine systems are switched "on". Fat is readied for conversion into energy and the heart rate increases to supply extra oxygen to the muscles. The body becomes hypertensive and prepared for an extended physical response which, however, usually does not occur. This drains the body physically, but offers no relief. Exercise walking can be that relief.

Think of it as playing thirty-six holes of golf, without missing a putt. In that golf is a social recreation, so too, is walking. Few recreational opportunities allow men and women to exercise on an equal level. Stationary bicycles do provide means of exercise and conversation, but the aesthetics of the outdoors is still missing. Not to say that the only good walk is on a country road, a walk down Main Street can be just as stimulating. All in all, it can be said that no machine can take the place of a relaxed conversation during a mid-day walk.

Here are three important hints to remember:

1. You should be able to carry on a conversation while walking. Even as you are able to walk more dynamically, your ability to hold a conversation will adapt also.
2. Your walk should be painless. There IS gain without pain. Analyze your walk afterward: Did you walk up a hill? Did you finish minutes ahead of time? Is it your shoes?
3. If after walking, you feel excessively tired for over an hour after the activity, then the walk was too strenuous. Do not set distance goals at first, set time goals. Remember, your walk should be exhilarating, not fatiguing.

Conclusion

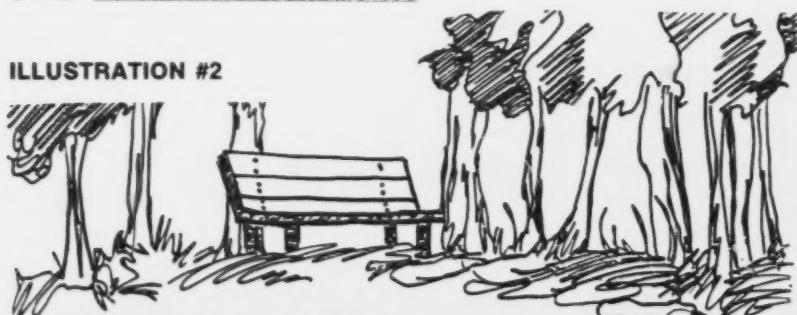
Ideally, a "recreation" program should contain some form of exercise and social components. Too often, however, older and restricted populations are limited in exercise alternatives, and are left with only social outlets. The University of Illinois' Division of Campus Recreation recognized the need for a program that combined fitness and fun, for all. The "Walk Your Way to Fitness" program was easy to administer, enthusiastically followed, and very successful.

ILLUSTRATION #1**DCR WALK PROGRAM -- RELEASE FORM**

I HAVE FULLY READ AND UNDERSTAND THE ABOVE POLICY AND WELCOME SHEET FOR THE DIVISION OF CAMPUS RECREATION EXERCISE WALK CLASS. I ALSO AGREE NOT TO HOLD THE UNIVERSITY OF ILLINOIS DIVISION OF CAMPUS RECREATION, OR ANYONE ACTING ON ITS BEHALF, RESPONSIBLE FOR ANY INJURY WHICH MAY OCCUR WHILE EXERCISING IN THE PROGRAM.

SIGNATURE _____

DATE: _____

ILLUSTRATION #2**'WALK Your Way To Fitness'**

Walking - one of the most popular sports today; is a low cost, safe fitness activity that almost everyone can do! So start walking today with DCR!

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IMPLEMENTATION OF FITNESS/WELLNESS PROGRAMS FOR THE UNIVERSITY COMMUNITY

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The 70's and 80's has nurtured a desire to enhance our fitness lifestyle quotient paramount to any time in recent history. Gaining inspiration from many sources, the traditional American prototype has begun to take charge of their physical state and transform into a sleeker more fashionable model. The fashionable fitness model is non-smoking, finely muscled, emotionally balanced and can recite the latest nutritional data. Fitness and wellness programs are in demand.

College and university settings are prime foundations for fitness and wellness programs where professional resources, good facilities and academia may target a potentially receptive and participating population. Ironically, this population may also be susceptible to poor health habits. Lifestyles that include too much drinking, not enough sleep, sporadic and nutritionally unsound eating habits and a high level of stress are in evidence at colleges and universities. Health promotion through programs, educational literature, media and peer group pressure not only benefits the student, but may also benefit the university administration. These benefits may be realized by the administration through improved performance academically and on the job. Controlled consumption or abstinence from ETOH reduces the incidence of injury and sick time. Regular exercise and a nutritional diet can also decrease the rate of illness. In fact many of the same benefits that are realized by corporate health promotion programs may also be available for the university community.

Further justification for implementation is probably not necessary for the Recreational Sports professional. Long ago the benefits of recreational play and exercise for individuals were acknowledged. Some members of the university community need more persuasion and they certainly can find it in the Surgeon General's report on *Health Promotion and Disease Prevention*, (DHEW 1979). Longevity, as well as the quality of life, may be enhanced by health promotion awareness and practice. The incidence of modern killers, i.e. cardiovascular disease and cancer, has increased sharply in modern times and they are now estimated to account for approximately 57% of all deaths in the U.S. (DHEW, 1979). It is well documented in many studies that adequate exercise (3 times per week for at least 20-30 minutes), a healthful diet, moderate consumption of ETOH, controlled stress levels and smoking cessation can improve the quality of life and increase the life expectancy. Wellness-Fitness Programs are a cost-effective approach to modifying established unhealthy behaviors and transforming them into beneficial and health promoting behaviors.

The administrative components of the Wellness-Fitness Program at the University of Virginia include three defined, but integrated categories. A fitness program, a wellness committee and special events to promote the awareness of healthful alternatives and provide programs that are tools for participants to actively use for the promotion of their health.

Fitness Program

The Fitness for Life exercise program at the University of Virginia has experienced a success that now forces the staff to limit new programs due to lack of available space. Growing from five to twenty-five different sessions in two years, this program includes student, faculty and staff who are recreation card holders.

The success of this program may be in the three main features that are characteristic of the program's wholistic approach. The instructors are an intricate part of this approach and meet a set of standards based on experience. An educational approach is facilitated by the dissemination of information about health promotion topics in the classes. The media most often used are pamphlets, advertising of coming events, and verbal announcements of the instructors. Other factors, such as convenient locations and low cost are also important in the continued success of the exercise programs.

A foundation of any successful program is the selection and training of qualified individuals. This very important part of the program will likely require the most expenditure of time and energy on the part of the administrator. Although there is currently no standard nationally accepted training program for exercise instructors, several good certification programs do exist. Minimally the instructor should be certified in cardiopulmonary resuscitation, attend training sessions, have exercise teaching experience and be selected after demonstrating their routine. Guidelines for routines should include appropriate information concerning proper exercise techniques. Choreographed, rigid routines, dictated by the administrator, are probably not in the best interest of the program. Modification to the instructor's routine may be necessary to bring it in line with exercise precautions necessary for participant safety and protection. Of course this necessitates regular observation of classes by the administrator and written evaluations completed by the participants.

Fitness Screening

Screening can provide many valuable characteristics for your program. First and foremost, it may help to point out any contraindications to exercise therefore providing a wider margin of safety for participants. Further, it can offer a starting baseline for the participant and a point for comparing progress six or eight weeks into the exercise program. Fitness screening gives your program more credibility by impressing upon participants that you care enough to offer this service.

The most important components of a fitness screening program in-

clude a contraindication survey, exercise history, cardiovascular endurance, muscle strength and endurance, flexibility and percent body fat. (O'Donnel, 1984). Currently our program includes a healthstyle evaluation that focuses on health behaviors. A contraindication survey is not included per se, but the healthstyle evaluation is reviewed and discussed with the participant by the exercise physiologist.

There are many variables in screening programs, including: cost, duration, intensity and frequency. A selection of a particular screening program by the administrator can be made based on the population, resources, and other factors relevant to the program. Graduate students in health promotion or exercise physiology may be employed to perform exercise screening and help with program development.

The Wellness Committee

The Wellness Committee is comprised of specific departments on the University campus that have either expressed a participatory interest, or have a philosophy and/or a program format that promotes the fundamental principles of health promotion. Currently, the Wellness Committee is composed of personnel from IM/REC Sports, Student Health, Food Service (these three are the most involved), Dean of Students Office, Residence for Life Office, Nursing School and Health Education Department.

Initially, the budget for the functions of the Wellness Committee were virtually non-existent. Donations of time and funds by participants of departments subsidized the committee's events. Eventually a semi-private funding source was found and is currently in use. The IM/REC Sports Departmental events are sometimes co-sponsored by the Wellness Committee in the form of advertising, limited financial support and a team work effort. Examples of the committee's accomplishments in the recent months of its existence include: Luncheon Speaker Series, a wellness newsletter and several special events days.

The target population of the health promotion efforts of this committee is primarily the students, but also includes faculty and staff. The primary goal is to increase an awareness of the benefits of health promoting behavior. At this time, the committee is accomplishing these objectives by: advertising programs that are already in existence, creating new educational-awareness programs on a participatory level, promoting health through the media and becoming recognized by the University as a part of the community.

Special Events

The Wellness Fitness Awareness Day was the largest special event, to date, that we have sponsored. Co-sponsored by the Wellness Committee, this special event had the genre of a health fair with the added attraction of demonstrations by sport clubs. Diversity marked the ranks of those who participated. Ranging from Love Prints, a fingerprinting service for identification of children, to instruction in weight lifting. This event allow-

ed departments and sport clubs to showcase their wares to the campus community.

The benefits realized by Intramural/Rec Sports included the promoting of our professional standing in the university and helped to establish an educational aspect to recreational activities. Increased interaction between professionals and students helped promote future programs and joint ventures for departments in which the Intramural/Recreational Sports Department took a leading role.

The day's events were kicked off by a Fun Run for students, faculty and staff. This two-miler started and ended at the facility housing the Wellness Fitness Awareness Day activities. Tables, electricity, chairs, signs and the necessary equipment were coordinated through the IM/REC Sports Department. Food and refreshments were provided by Food Services. One of the most popular events was the computerized nutritional analysis conducted by the Food Services Department. Eleven University departments participated by providing information and conducting tests and instruction. Speakers from the Health Education Department, UVA Police Department and the Exercise Physiology Department were part of the educational process taking place in Wellness Fitness Awareness Day. Nine sport clubs participated by showing their wares, demonstrating their expertise and entertaining the observers. Weight lifting safety and techniques for men and women were presented by a graduate student in strength and conditioning.

Change is the buzz word in the health care fields. Change from the traditional concepts that have pervaded this profession and associated professions. Prevention of illness, rather than complacent health attitudes, is the focus of more professionals and consumers. Rising medical costs, and direct and indirect benefits to the organization have developed the health promotion concepts on college and university campuses. Any progress toward a total wellness program could be beneficial; providing, a needs assessment is done and the suggested itinerary that the health promotion industry has established is employed. Resources are many, and some of them are professional peers in the recreational sports associations. Start a fitness program, develop a resource area for the benefits of exercise, nutrition and other related areas, increase your contacts with other departments and encourage the development of health promotion ideas. All these steps can be a giant step forward in the development of campus health promotion.

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PRODUCTIVITY: LEISURE TIME PHYSICAL ACTIVITY vs NON-ACTIVITY

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Introduction

As early as the late 1800's American industry began realizing the possible benefits for a company who sponsored employee services. Many companies, however, are still awaiting conclusive scientific evidence which will establish the benefits of such service programs. Hence, a growing number of studies have been conducted to assess recreation's effect on productivity. In general, these studies suggest that the more physical active an individual is, the more productive he/she generally will be.

Groves and DeCarlo (1981) found that the implementation of a recreation and physical fitness program increased productivity by 15% to 25% for those who participated. Cox, Shephard and Corey (1981) found a 3% to 5% gain in productivity among regular adherents to an employee fitness program. Finney (1979) found that employees who engaged in recreational activities achieved a greater degree of consistency related to their production level. Hicks, Hilbert and Pfahler (1982) and Peepre and Mall (1980) found reductions in absenteeism by an average of 2.8 and 2.5 days per year respectively by physical fitness participants. Linden (1969) found that the employees who were absent from work most often were in poor physical condition and that they were generally overtaxed by their daily work. Erwin (1978) found that after initiating a progressive employee services program at People's Jewelry Company, a 23% decline in non-paid absences occurred.

Only one study was found (Blair et al, 1980) that concluded that leisure time physical activity had no apparent effect on job performance. In light of these results, the authors were quick to criticize the scientific strength of previous studies which reflected opposing findings.

Although a large percentage of the research suggests that there is a link between leisure time physical activity and productivity, some of the experts are still not convinced. A major proportion of the research on this topic has been done in the corporate environment. No studies could be identified which investigated the relationship between leisure time physical activity and job performance in the university environment.

Based upon the predominant findings of the studies noted above, it was predicted that full-time faculty members who maintain a higher level of leisure time physical activity would be more productive on the job.

METHOD

Subjects

The sample of this study consisted of 348 full-time faculty at the University of South Dakota who had attained the academic rank of assistant professor or higher. This sample constituted 100% of the faculty at the stated ranks.

Procedure

Names and campus addresses of all subjects in the sample were obtained from the office of the Assistant to the President.

A cover letter, which gave a short explanation of the study and inquired as to whether the subject would participate in the study, was enclosed with the initial mailing. Also included in the initial mailing were a copy of the survey developed to assess the extent of leisure time physical activity and a coded, self-addressed campus exchange envelope to facilitate return of completed surveys. Following a one week interval, all faculty who had not responded to the initial letter were contacted by telephone and asked if they would be kind enough to complete the leisure time physical activity survey and enclosures were sent to all faculty who requested one at this time. One week following the telephone call, a follow-up letter, along with the survey and other enclosures, were sent to all faculty members who had not yet responded.

Upon receipt of the completed leisure time physical activity surveys, an additional survey developed to measure productivity, was distributed. The productivity surveys were mailed only to those who had completed the leisure time physical activity survey. Enclosed with the productivity survey and cover letter was a self-addressed, coded, campus exchange envelope to facilitate return of the completed survey. After one week, a follow up letter, productivity survey and a coded self addressed envelope were sent to all subjects who had not returned the productivity survey.

The results of the leisure time physical activity survey were calculated and sorted from low to high according to the total score of leisure time physical activity. This ranking was then divided into three (3) equal groups and labeled low, medium and high. The group identified as low was composed of those individuals whose score ranked in the bottom one-third. The group identified as medium was those whose total score ranked in the middle one-third. Those individuals whose score ranked in the top one-third were identified as high.

Upon return of the productivity surveys, results were compiled which produced a numerical score representing the amount of productivity for each full-time faculty member. This value was then paired with the appropriate subject's leisure time physical activity level (low, medium or high) as determined by the leisure time physical activity survey score.

Upon completion of the data gathering process, inferences were drawn as to the relationship between leisure time physical activity and productivity. This was done by calculating the sum of the values of productivity in each of the three levels of leisure time physical activity. Using an ANOVA, comparisons were made between total productivity at each of the three levels of leisure time physical activity.

Instrumentation

The instruments used in this study were two different self-administered mail questionnaires. The first, which was distributed to all faculty in the sample, was based in part on the Minnesota Leisure Time Activity Survey presented by Taylor, Jacobs, Schucker, Knudsen, Leon and Debacker (1978). The instrument estimates the general caloric expenditure for a variety of potential leisure time physical activities and assigns a numerical value to each. The purpose of this survey was to obtain a numerical value which was representative of the amount of leisure time physical activity engaged in by each subject in the sample.

The second survey was a modified version of the questionnaire reported by Seldin (1984) to measure faculty productivity. The survey assigned a numeric weighting to a variety of activities within the areas of teaching, research and service. The survey attempts to measure faculty productivity in all areas within the realm of faculty job duties.

Table 1
Means and Standard Deviations of Productivity
By Leisure Time Physical Activity Levels

Leisure Time Physical Activity		N	Mean	Productivity Standard Deviation
Low	LTPA	54	204.50	108.45
Medium	LTPA	54	216.15	155.06
High	LTPA	54	290.96	191.41

Note: Tukey's HSD test yielded a significant difference between the High LTPA group and the other two groups on productivity, $p < .05$.

Table 2
Analysis of Variance on Productivity

Source	DF	Sum of Squares	Mean Square	F	P
Group	2	*237,758	118,879	4.92	0.0084
Error	159	3,839,556	24,148		
Total	161	4,077,314			

* $p < .05$

Results

A one way Analysis of Variance (ANOVA) using the Statistical Analysis System (SAS) (Blair, et al, 1982) was used for the analysis of the data. The independent variable was leisure time physical activity level. Of the original 348 subjects who were selected to participate in the study, 277 usable Leisure Time Physical Activity surveys were returned for a return rate of 79.6%. Of the 277 productivity surveys sent out, a total of 162 usable surveys were returned (58.5%). This figure represented 46.6% of the total sample.

Table 1 presents means and standard deviations for the three levels of the dependent variable. The ANOVA results are presented in Table 2. As Table 2 shows, there is a significant relationship between leisure time physical activity and productivity ($p = .008$). A follow-up multiple comparison test for comparing pairs of means (Tukey's HSD test) shows that the group that rated highest in leisure time physical activity is significantly more productive than those in either the medium or low groups ($p < .05$).

Discussion

Consistent with previous studies, the analysis of the data supports the original hypothesis that there is a positive relationship between leisure time physical activity and productivity levels among University of South Dakota faculty members. The relationship here, although significant, is weak. The findings of this study suggest that a minimum of 5% of the total variance in productivity is related to leisure time physical activity.

It is highly possible that there is an even stronger relationship. Problems exist in the measurement of leisure time physical activity levels due to the instrument's inability to measure physiological differences among individuals, such as differences in the rate of metabolism, and the degree of intensity at which the activity is performed. A second concern relates to what degree the subjects understand the instrument and accurately report their answers to the questions.

The measurement of productivity levels also includes the possibility of reporting error. The large variance in productivity scores suggests that some of the faculty misinterpreted the instructions on the survey. A second problem in the measurement of productivity levels is the degree to which a point value can be arbitrarily assigned to different productivity activities.

For future studies, it is recommended that the validity of measurements of leisure time physical activity be increased by incorporating a more precise measure of the caloric expenditure of individual activities. Productivity measures also need to be more clearly operationalized and validated. It is suggested that to increase the validity, reliability and objectivity of both instruments, a trained interviewer be used to collect the required data.

Because of the large variance, this study indicates a small but significant relationship between leisure time physical activity and productivity. The reason for the large degree of variance is attributed to the limitations of the instrumentation, particularly as they relate to productivity. However, in light of the findings of this study, more research is necessary to determine how strong a relationship exists between leisure time physical activity and productivity, or if, in fact, there is a casual relationship between leisure time physical activity and productivity.

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CHAPTER IV

Facilities

NEW HEIGHTS REACHED IN OLD FACILITIES

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Montana State University

Modern intramural and physical education programs are leaning more and more towards lifetime sports and adventure type activities. Not that the old standbys aren't desirable or successful, but there is a segment of all populations that desires something to do out of the ordinary. Many of the contemporary "adventure" activities, like rafting, windsurfing, and skydiving require extensive equipment, unique physical areas, or are prohibitively expensive. Climbing, however, on the "bouldering" end of the continuum (as opposed to mountaineering on the other) is relatively basic and inexpensive. It may be kept simple, requiring merely a low level textured surface or more complex (higher, with some technical equipment and techniques required) according to the program desires. In any case, the climbing activity is exciting, challenging, stimulating and healthful. To provide this activity is fairly easy utilizing out-of-the-way, seldom or inefficiently used areas.

In January 1985, after seeing a gymnasium climbing wall at another school, the decision was made that a similar indoor set-up would be appropriate and desirable at Montana State University. The initial inclination was to use one of the blank gymnasium walls, or possibly an out of the way hallway wall. Further study indicated that one of four old handball courts provided the ideal space for a "climbing room". The decision has been a good one as access is easily controlled plus it has corners and a ceiling which lend themselves to non-traditional climbing wall design features. The climbing room offers three walls of practice in overhangs, face climbing, stemming, and finger and hand jamming. Located in the former handball court the facility is available for use by students, faculty, and staff under the direction of MSU Intramurals.

The climbing facility is unique because it occupies an entire room, and also features variable climbing situations. The degree of difficulty increases from the left wall through to the right wall as the wooden blocks spread out further, get thinner and become more rounded. The progression ends at a 4' x 16' plywood overhung ramp, with deep-cut holds on the underside attached to a steel frame mounted on the ceiling. The opposite, upper side, of the ramp has "thin" face holds. The ramp is spaced 2" from the wall to allow hand and toe jams. One of the room corners sports an adjustable finger crack machine. On the entry side of the room, a Bachar ladder crosses the room width at the screened end of the room.

This area was being used only 2-3 hours per week by 2 people for a total of 4-6 user hours per week. With the development of the climbing room the participation has increased to 60-80 weekly user hours.

This area has also allowed us to cater to climbers year round, which is especially helpful due to the unpredictable weather in Montana.

Programming/scheduling for the room is four-fold; consisting of recreational use, instructional use, club use and non-university use.

Recreational use is schedule from 6:00 P.M. to 10:00 P.M., Monday-Friday, and 8:00 A.M. to 6:00 P.M. on weekends. Any "approved" user can use the room during these times provided there is not class or club time scheduled.

The HPER department offers a selection of classes related to climbing, mountaineering and climbing conditioning which all utilize the room to some extent. The basic instruction classes all start there with techniques and equipment usage being introduced, discussed and practiced. Intermediate and advanced instruction also starts there with evaluation, peer cooperation and "brushing up" taking place.

In the spring quarter, which is infamous for unpredictable weather, a climbing conditioning class is offered which centers around the climbing room, but includes running, biking, weight lifting, stretching and "bouldering" on the rocks when nature cooperates.

The MSU Climbing Club, which shares in the management and maintenance of the area, often schedules club time in the room, though not on a regular basis.

The local recreation department, school classes, athletic teams, scouts and various other groups occasionally request instructional sessions with MSU supervision in the room. These requests are accommodated as often as is logistically possible.

Class, club and non-university use are all supervised by at least one of about six people who share the responsibility for overseeing the room. These people are appointed on the basis of knowledge, experience and expertise by the Director of Intramurals and the Health, Physical Education and Recreation Department head.

Policies for the recreational use of the room were developed after ex-

amining policies in effect at other schools with climbing areas, and on the advice of the MSU legal counsel. The resulting policies have been "in place" since the room's opening in March, 1985 and have proven to be satisfactory for all concerned. They have been printed for distribution to room users and are posted in a prominent place in the room. They read as follows:

Climbing Room Policies

1) Users - Must be MSU student, staff/faculty or a member of the MSU Climbing Club. Non-MSU community Climbing Club members will be assessed a facility use fee to be determined and collected by the Intramural Department.

2) *No solo* climbing will be allowed. There must be a minimum of two persons in the climbing room whenever it's being used, one of whom must be on the "approved list" (policy #3) and is in possession of the room key.

3) In order to gain access to the climbing room a person must be on the "approved belayer" list which will be maintained by the Intramural Department. This will enable a user to check out the room key in return for their MSU ID (or driver's license in the case of a non-MSU Climbing Club member). This key is non-transferable without re-signing the transaction at the Intramural check-out.

4) In order to be on the "approved belayer" list a person must be able to demonstrate competency in tying in, belaying and rope handling to one of the designated representatives from Intramurals or HPER.

5) The horizontal line (6' height) around the climbing room walls designates belayed and non-belayed zones. A climber whose feet are *above* the line must be properly belayed.

6) Climbing classes assume priority for room use during instructional hours.

7) The MSU Climbing Club assumes priority for room use during scheduled Club hours.

8) Violations of aforementioned policies or exhibiting unsafe practices will result in the loss of climbing room privileges.

Miscellaneous:

Club hours will be scheduled with Intramurals by the Club president.

Regular users of the room will be encouraged to join the Climbing Club.

Telephone numbers will be posted to report unsafe conditions, violations, and other important information.

Safety inspections of the facility will be carried out on a regular basis by the climbing room representatives.

These policies and procedures were deemed sufficient to cover liability from the university's standpoint according to our MSU legal counsel.

In addition to the policies mentioned, a large colorful plastic laminated sign is displayed in plain view of the door, which is locked at all times except when the room is in use. The sign reads:

MSU Climbing Room

In order for the University to sanction the use of this room, certain conditions must be met by the users. These conditions are necessary due to the nature of climbing which involves strenuous physical exertion and mental commitment. There are inherent dangers in climbing which necessitate having some rules - in other words, help your fellow climbers keep this room open by cooperating.

- * This area is open *only* to MSU students, faculty and staff or MSU Climbing Club members.
- * At least one room user must be on the "approved" list at the Intramurals check-out desk and must be responsible for the key. The key is non-transferable.
- * No solo climbing is allowed.
- * The horizontal line at 6' designates belayed and non-belayed zones. A climber whose feet are *above* the line must be properly belayed.
- * A climber must not be in another climber's "Fall zone."
- * To get on the "approved list" contact one of the climbing room representatives.
- * If any unsafe condition is noticed (ex: cracked block) report this to the Intramural check-out desk or a room representative.
- * The MSU Climbing Club and MSU classes have exclusive use of this room when scheduled.

In order for a user to check out the key to the area, he or she must be on the "approved (belayer's) list" maintained by Intramurals and kept at the Intramurals check out window. The list is kept on a floppy disk, and as new names are added by the room supervisors, the file is updated and new printouts are generated periodically. A record is kept of each person who checks out the key (name taken off ID card), the date, time, how many using the room and if any of the harnesses or helmets are checked out. These records serve as data for future decision making.

This room has turned a relatively little used space into a popular recreation and instructional area. It has helped to provide some variety in our facility, and is increasingly used by non-climbers who have discovered the joys of "bouldering" while the snow flies outside. The cost was relatively small (\$1,400), and much of the work and maintenance is done by volunteers (under guided supervision).

Some factors to consider in establishing a climbing area are:

- 1) Access. It should be limited and controlled.
- 2) Policies. Should be checked by a legal counsel.

- 3) Supervision. Must be experienced and knowledgeable.
- 4) Facilities. Well maintained and regularly examined for safety.
- 5) Programming. Arranged to meet the needs of as many different user groups as possible.

For cost and construction details, please contact either of the authors at Health, Physical Education and Recreation/Intramurals, Montana State University, Bozeman, MT 59717, phone (406) 994-4001 or 994-3911.

Climbing Room Materials

Room Size: 15' wide	
26' long	
15' high	
215 to 225 Blocks @ .25	\$ 55
Ramp - 16' long: Materials: 4 - 3/4" - 4 x 8 plywood @ \$17	68
4 - 16" - 2 x 6 @ \$5	20
450 Machine Bolts and Star Lag Shields @ .80	360
60 Lag Bolts for Ramp @ .20	12
6 Metal plates with eyes welded on (includes labor for installation)	150
150' Rope cut into 5 sections	60
2-2 x 4 6' for stemming @ .32/ft.	4
2-4 x 4 12' finger crack machine @ 1.00/ft.	24
10 Locking carabiners @ 6.50	65
60' 3/8" airplane cable @ 1.00/ft.	60
Bachar ladder (home made)	45
SUB TOTAL	923
Approximately 40 hours of labor drilling holes in cement wall, building blocks, building ramp, and installing cable. We had some of the work done by our Service Shop and volunteer labor.	477
TOTAL	\$1400

A SURVEY OF ARTIFICIAL FLOOR SURFACES

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Artificial Floor Surfaces

The cost of constructing new facilities and making major renovations continues to rise. The rate of increase has slowed in recent years. But throughout most sections of the nation, cost increases continue to be associated with capital improvements.

On most college campuses, competition is intense among the various units for the dollar available for new construction and for the upgrading and expansion of existing facilities. Campus Recreation programs must frequently compete with various academic and research programs for available money. Many of these programs receive strong support for expanding or improving their facilities, sometimes at the expense of other campus programs.

Because of the tight money supply for capital improvement, and the continuing competition of campus units for these limited resources, it is imperative that any building project for the campus recreation program incorporate the best planning, design, and components. Initial decisions as to components, materials, and construction methods must be correct, because rectifying mistakes is very expensive and, given today's climate, prospects for additional monies for corrections are slim.

A basic component that is critical to any recreational structure is the floor surface. The floor(s) chosen for a new structure or major renovation must be the correct one for the various programs that will utilize the facility. It must provide such features as quality of performance, safety for participants, durability, and reasonable cost of installation, maintenance, and repair.

Which floor surface best meets the needs of Campus Recreation programs? Which one has the most desirable features? These are among the questions that should be asked as plans are developed for new recreational structures or the remodeling and repair of existing facilities.

The purpose of this survey was to determine the status of synthetic floor surfaces at various colleges and universities that have recreational sports programs. Findings from the survey may be used in the selection of the most appropriate floor surfaces for recreational sport complexes currently in the planning stages.

Many individuals have had extensive experience with wood floors on college campuses, but experience with synthetic floors is generally limited. Therefore, this paper will be confined to survey information about the use and desirability of synthetic floor surfaces.

Method

Twenty-eight colleges or universities that have constructed intramural-recreational sports facilities since 1968 were contacted by letter. The directors of the recreational units at these schools were requested to identify the type of facility and the synthetic floor surface(s) used. Twenty two institutions responded to this request. Four schools used no synthetic floor surfaces in their facilities and no further information was asked of them.

The remaining eighteen institutions were sent a two page questionnaire that asked for specific information on each synthetic floor surface installed in their facilities. Directors from thirteen institutions returned our questionnaires; and they identified twenty-seven separate artificial floor surfaces. The closed-ended questions were recorded by an appropriate numerical scale. The responses to the open-ended questions were tabulated and categorized.

The collected data was reviewed and compared according to the following characteristics: (1) description - type, brand, age, underlayment and/or anchoring; (2) floor use - activity, hours of use, shoes permitted, equipment present; (3) use characteristics - ball bounce, traction, toughness, resistance to burns, resiliency, appearance, wear, durability; (4) maintenance characteristics - cleaning scheduled, problems; and (5) user evaluation.

Results

Of the twenty-seven separate synthetic floor surfaces identified from the returned questionnaires (See Table 1), twelve were of the poured-in-place variety (Flynn, 1985). This floor option permits a monolithic surface free of seams or joints with priming, pouring, sealing, and lining all done at the site. The most common poured-in-place brand was Chem Turf, a product of Republic Floors, Inc. The installation dates of the poured-in-type floors ranged from 1974 to 1981.

The fifteen remaining floors surveyed in this study were prefabricated, uniform-thickness systems. Typically, this flooring material is brought to the site, unrolled into an epoxy or polyurethane adhesive which secures it to the subfloor. It is then rolled or weighted and after curing time any lines are added. Tartan, a product of the 3M Company, was used in ten of the surveyed areas. Tartan was supplied in the prefabricated pieces and was also offered as a poured-on-site product. The installation dates of the prefabricated type floors ranged from 1965 to 1981.

The returned questionnaires identified a total of 122 activities taking place on the various artificial floor surfaces (See Table 2). Recreational activities were decidedly the most common type of activity scheduled. Intramurals, physical education, intercollegiate sports, and club activities followed in descending order as to frequency. Specifically, intramural basketball, fitness/aerobics, recreational volleyball, and physical education instruction were the activities most cited.

Table 1

Type and Location of Synthetic Floor Surface

Brand	School	Facility	Installed
Poured-in-place products			
Chem Turf	Univ. of Michigan	Rec. Bldg.-Weight Rm.	1976
		Rec. Bldg.-Exercise Rm.	1976
		Rec. Bldg.-Exercise Rm.	1976
		Rec. Bldg.-Weight Rm.	1976
Pro-Tred	Univ. of Rochester	Sports Center	1981
	Marquette Univ.	Multi-Purpose Center	1974
		Weight Room	1974
	Univ. of Wisconsin (Milwaukee)	Physical Ed. Center	1977
Pro-Turf	Texas Tech University	Rec. Center	1980
Resingard	Univ. of Nebraska (Omaha)	HPER Building	1979
Versaturf	Univ. of Illinois (Chicago)	Fitness Center	1981
Unknown	Virginia Poly. Inst.	Multi-Purpose Gym	1974
Prefabricated products			
Astroturf	Univ. of Illinois (UIUC)	IMPE-Golf Room	1971
		IMPE-Archery Room	1971
	Univ. of Rochester	Field House	1972
Mondo	Brown University	Athletic Center	1981
Tartan	Univ. of Illinois (UIUC)	IMPE-Track	1971
		IMPE-Weight Rooms	1971
		IMPE-Gym IV	1971
		Armory	1967
		Huff Weight Room	1967
		Kenney-Track	1965
	Marshall Univ.	Multi-Purpose Area	1980
		Instructional Gym	1980
	Univ. of Miami	Recreation Center	1975
	Univ. of Notre Dame	Athletic Center	1968
Sport-Tred	Marquette Univ.	Tennis Stadium	1974

A review of the number of hours various activities were scheduled on the artificial floor surfaces during the year reveals that these floors are in high use areas. On the average, each surface was used approximately 4100 hours, or about 80 hours per week. Specifically, recreational weight training had the highest number of hours scheduled, followed by jogging, intramural basketball, recreational basketball, and aerobics/fitness.

Table 2

Type of Activities Taking Place on Floor Surfaces

Activity	Poured-in-Place Floors	Prefabricated Floors	Total # of Surfaces with Activity
Fitness/Aerobics	4	6	10
Rec. Volleyball	7	3	10
Rec. Basketball	7	1	8
Rec. Badminton	6	1	7
Jogging	4	3	7
Rec. Tennis	3	4	7
Rec. Weight Training	3	3	6
Rec. Archery	1	1	2
Rec. Golf	1	1	2
Misc. Rec. Activities	3	0	3
IM Basketball	6	5	11
IM Soccer	3	4	7
IM Volleyball	3	1	4
IM Badminton	2	0	2
IM Track	0	2	2
Misc. IM Activities	1	1	2
Club Activities	0	6	6
PE Instruction	3	7	10
Inter. Track	0	4	4
Inter. Tennis	0	3	3
Misc. Inter. Sports	0	3	3
Commercial Type Programs	0	3	3
Other Type Programs	1	2	3

Table 3 lists the number of hours each activity was scheduled on the floor surfaces.

The collected data gives limited information as to actual use of the surfaces. The data does not indicate how many persons participated, the degree or intensity of the activity, nor what, if any, supervision may have been present. Related to the use of the floor surfaces, each respondent was asked to identify the type of shoe permitted for each activity. A wide range of footwear was permitted for many of the activities. Limitations noted included "no black soles," "non-marking shoes only," and "no spikes" (except on some track areas).

The survey also attempted to determine if heavy equipment placed temporarily or permanently on the artificial floor surface caused problems (Windey, 1979). Equipment permanently positioned on the floor in-

cluded weight machines, gymnastics apparatus, and bleachers. Equipment temporarily placed on the floor included gymnastics apparatus, bleachers, and chairs. Fifty percent of the respondents claimed no problems were associated with heavy equipment. Another thirty-nine percent identified some problems, such as stains, cuts and marks from moving equipment improperly, and deep indentations caused by positioning weight machines/equipment and bleachers permanently on the floors.

Table 3

Type and Number of Hours Activity is Scheduled During Year

Activity	Hours		
	Poured-in-Place Floors	Prefabricated Floors	Total
Rec. Weight Training	15,550	6,430	21,980
Jogging	9,900	6,600	16,500
IM Basketball	11,000	3,500	14,500
Rec. Basketball	9,750	3,000	12,750
Aerobics/Fitness	10,350	1,170	11,520
Rec. Tennis	1,300	5,200	6,500
Rec. Volleyball	3,100	2,400	5,500
P.E. Instruction	2,020	2,800	4,820
Rec. Golf, Archery	500	3,500	4,000
Rec. Badminton	1,650	2,000	3,650
IM Volleyball	1,200	1,300	2,500
Inter. Tennis	0	2,500	2,500
Other	2,000	3,000	5,000
Total	68,320	43,320	111,720

The respondents were asked to rate their synthetic floor surfaces for the following characteristics: ball bounce; surface traction (wet and dry); surface toughness; resistance to burns; resiliency (rebound quality); appearance (aesthetics); and wear (durability). The scale ranged from 1 for very poor to 5 for very good. The mean score for each characteristic is shown in Table 4. The higher the mean score the better the rating.

The respondents were most satisfied with the dry traction of artificial floor surfaces. Ball bounce, toughness, resiliency, and wear were rated next in descending order. The least satisfying characteristic was traction when the floor surface was wet, and the next lowest rated were resistance to burns and appearance.

When the poured-in-place floor surfaces were compared with the

prefabricated floors, dry traction was the highest rated characteristic for the poured-in-place group, but the second rated for the prefabricated group. For both groups wet traction was the lowest rated feature.

Table 4

Use Characteristics

Feature	Average Ratings		
	Poured-in-Place Floors	Prefabricated Floors	Total
Ball Bounce	4.0	3.7	3.8
Traction:			
Wet -	1.7	2.3	2.0
Dry -	4.3	4.0	4.1
Toughness	3.4	3.9	3.7
Resistance to Burns	2.6	2.8	2.7
Resiliency	3.8	3.5	3.7
Appearance	3.3	3.4	3.4
Wear	2.9	4.2	3.6

The characteristic which showed the most variation was wear or durability. The respondents with prefabricated floors rated wear highest with a range from very good to fair but respondents with poured-in-place floors rated wear sixth of eight characteristics with a range from very good to very poor. Resiliency or rebound quality was rated third by respondents with poured-in-place floors but rated only sixth out of eight by respondents with prefabricated floors. The prefabricated floors rated higher on wet traction, toughness, resistance to burns, appearance, and wear. Poured-in-place surfaces rated higher on ball bounce, dry traction, and resiliency.

Each respondent was asked to describe the maintenance schedule and the procedures used to clean and care for their floors. The routine cleaning of the synthetic floor surfaces varied. Typically, the respondents indicated the floors were dry mopped daily, wet mopped weekly, and scrubbed monthly to semiannually. About one-half of the respondents have their synthetic floors vacuumed and it is done weekly. Resealing ranged from once every three weeks to once a year. Less than half of the respondents applied wax on the synthetic surfaces, and refinishing of courts ranged from annually to once in ten years.

The respondents were asked to explain any maintenance problems they had associated with synthetic floor surfaces (Stoehr, 1982). The most mentioned problem from respondents who had poured-in-place sur-

faces was controlling the wear in heavily used areas, such as space under basketball goals, and at weight-training stations. Replacing or correcting worn areas included such problems as matching thickness and color and restoring lines. For prefabricated synthetic surfaces, the most mentioned problem was difficulty in cleaning. The indented Tartan product posed a special cleaning problem; other products became more difficult to clean as they began to wear and required additional cleaning time. For two of the synthetic surfaces surveyed, moisture and humidity appeared to have caused problems. Moisture evidently caused a breakdown between the concrete surface bond and the poured-in-place material (Pro-Tred). Water leakage had caused some seam areas to come unglued on one prefabricated surface (Tartan).

Replacement of some or all of the synthetic surface areas were indicated from the respondents. Two prefabricated floors (Tartan) used as weight training rooms were overlaid with poured-in-place materials. These floors had heavy wear spots at workout stations. It should be noted that these floors had been installed fourteen years ago and had given good service. Another prefabricated floor (Sport Tred) needed complete replacement of one tennis court after only one year of use due to sub-surface problems.

A poured-in-place floor had to be completely replaced after four year's use due to cracking and heavy wear in high use areas (Pro-Turf). Another poured-in-place surface required replacement of all basketball key areas after four year's use due to heavy wear in these areas (Pro-Tred). Five other synthetic floor surfaces of both styles have required spot replacement of the surface material. The need for spot replacements ranged down from after ten years use to after two years. Heavy wear was the most common reason for replacement but cuts from heavy equipment and broken seams were also cited. The returned questionnaires indicated that several respondents were going to or might replace their present synthetic surface floors. These floors ranged from ten to fourteen years in use.

The last section of the questionnaire asked the respondent his degree of satisfaction, or dissatisfaction with the type or brand of flooring surface now installed, and his opinion about the surface that should be used in the future. The following closed-end question was asked:

How satisfied are you with this particular type and brand of surface in this facility?

Table 5 shows that more respondents were satisfied than dissatisfied with their synthetic floor surfaces. Overall, 78 percent of the respondents showed some degree of satisfaction. Sixty-seven percent of the respondents with poured-in-place floors showed some degree of satisfaction as did 87 percent of those with prefabricated surfaces.

Respondents were asked if they would order or have installed the same type or brand surface in the same area. Fourteen answered yes

whereas seven answered no. The other respondents would use the product if some condition were met.

Table 5

Satisfaction with Synthetic Floor Surfaces

Type of Floor	Extremely Satisfied		Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied		Extremely Dissatisfied	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Poured-in-Place	0		3	25.0	5	41.7	2	16.7	1	8.3	1	8.3
Prefabricated	0		3	20.0	10	66.7	0		0		2	13.3

Discussion

This limited survey of synthetic floor surfaces supports the supposition that these floor products used in recreational facilities have shown varying degrees of satisfactory performance. The floors have provided long and consistent service in several facilities. At other facilities and sometimes on the same campus, the artificial floor surfaces must be considered less than adequate. There are indications from this survey that some of the problems are associated with poorly prepared subfloor bases and/or inadequate or inappropriate work by installers.

The materials and application methods used for these synthetic floor surfaces seem to have four general problems associated with them: (1) humidity and moisture, (2) wear or durability, (3) partial replacement/repairs, and (4) floor cleaning and appearance. The humidity and moisture problem is not unlike those we find with wood floors. Moisture at and below the sub-floor area can and frequently does cause the surface material to come up, separate and/or fail at the seams, edges, and joints. Chemical reversals within the material may also occur and cause similar separations and waviness (Penman, 1984). Some of the synthetic materials, particularly the poured-in-place products, appear to show a very high rate of wear. The non-uniform thickness caused by variations in the subfloor slab can aggravate this problem. The durability of the surface, particularly in high use areas like basketball court keys and weight training workout stations, has to be questioned in several cases. The third problem is directly related to the previous problem, that of correcting worn areas. Patching, replacing, and matching the original material makes this kind of repair or correction extremely difficult. Once some synthetic floor surfaces become worn, routing cleaning and care become increasingly difficult and expensive. Securing mechanical cleaning equipment that effectively cleans these worn floors can be a problem.

The prefabricated synthetic floors in this study, as a group, were rated higher than the poured-in-place floors surveyed. The wearing qualities, toughness, and traction provided when the floors were wet or damp gave the prefabricated systems a slight performance edge.

Several respondents favor synthetic floors surfaces over wood. Because of high heat and moisture in the south, one respondent believes that synthetic surfaces are superior. Others feel a combination of wood and synthetic floors is the answer: wood for certain activities, synthetic floors have the advantage because they are less expensive to install and maintain.

It was the intent of this study to assess synthetic floor surfaces and to improve our capability of comparing floor surfaces that might be used in a new recreation facility. Many questions still remain unanswered, but the survey is a helpful step in the total evaluation process needed to select the most suitable floor surface.

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A STUDENT REFERENDUM FOR A NEW FACILITY: WHAT YOU CAN DO TO HELP

Craig T. Bogar and Nan Davis, Loyola University, New Orleans

In 1985, Loyola University faced two major problems: the need for additional parking spaces and the need for a new recreation center. This paper will address these problems, including a history of the two situations, the approaches taken and the methods used to solve the problems.

Loyola University in New Orleans is one of twenty eight Jesuit Universities in the United States. Our enrollment is approximately 5,000 which includes both undergraduate and law students. The University is located in uptown New Orleans, in a residential area, on a campus of nineteen

acres. As a result, there is limited parking, both on campus and off campus. In addition, this is complicated by the fact that students from neighboring Tulane University also compete for the same off-campus parking spaces. Only faculty, staff and resident students are allowed to park on campus. And even those who may purchase a decal to park on campus only really get a "hunting license" to compete for a spot. Consequently, all commuter students, which make up eighty percent of the enrollment, must park off campus.

To compound the off-campus parking problem, New Orleans has a "Residential Parking Permit Plan." Under this plan, only cars bearing a special permit are allowed to park on a street for more than two hours at a time. Cars without a permit have a two hour minimum and are ticketed if not moved after that period of time.

The present Loyola Recreation Center was built in 1953 as the Loyola Field House. The Field House was the home of varsity basketball until intercollegiate athletics were discontinued in 1972. In 1977, the Field House underwent a major renovation and became a multi-purpose Recreation Center. In the past five years, the intramural sports program and other recreational sports programs have outgrown this facility. In addition, the roof (which is the original) has developed numerous leaks which seem to multiply with each rain storm. These facts, coupled with the need for a swimming pool have really manifested a desire of the campus population for a new Recreation Center.

A few years ago, the university administration heard of an idea that could solve both our parking and recreational space problems. An architectural firm from St. Louis, Hastings and Chivetta, constructed a Recreation Center/Parking Garage at St. Louis University in 1980. After contacting the firm it was discovered that the exact same building at SLU could be built in the space that our present Recreation Center is built on.

At the end of the Spring semester last year, the stage was set to spark campus interest in the project. It was known that Residential Permit Parking was to start in the Fall and that parking would be more difficult than ever. In addition, the university realized that the worsening parking problem may have a negative effect on prospective students' ideas about enrolling at Loyola.

Following the Student Government Association (SGA) election in April, the newly elected SGA President was approached by an SGA Congressman who suggested that they sponsor a referendum for a parking and recreation center. After consulting with the Vice President for Student Affairs, the SGA President conducted his own study, independent of the University administration, on the feasibility of a referendum. Included in this study was a trip to SLU to see their facility and interview the staff. It was also arranged for a number of Loyola students, who reside in St. Louis, to tour the facility. While at SLU, a number of slides were taken to be used for a promotional slide show. An attempt was made to get as many Loyola students as possible, in the photos for publicity purposes.

Also included in the SGA president's plan was a timetable for the referendum, a schedule of appointments with university administrators, a marketing strategy and a listing of Referendum Coordinators. The Referendum Coordinators were a group of students who served a vital role in publicizing the Referendum.

In August, Loyola President, Fr. James C. Carter, S.J. spoke to the SGA at a retreat in Mississippi. At this meeting, Fr. Carter addressed the group about the feasibility of the university constructing the facility and that it would have to be financed by students, further he stated that the student body must vote to assess themselves a tuition increase.

On September 24, a resolution was passed in the SGA to have the Referendum. On October 14 and 15, students voted on the issue. They were asked to vote on a \$200-a-year tuition increase for full-time students and \$100-a-year increase for part-time students. The tuition increase would remain in effect for 25 years to lend assistance to the 1.3 million annual debt created by the construction of the new Recreation Center/Parking Garage.

When the votes were counted on the night of October 15, the tally was in favor of the Referendum 54% for and 46% against. As was expected, students at the Law School (which has since moved to another campus) and Juniors (who will be without a Recreation Center for their final year) provided the largest opposition.

Within two days of the election, a formal protest was filed by a group of students claiming that the SGA had conducted a one-sided, pro-referendum campaign that improperly affected the outcome. To handle election protests, the SGA has a standing committee called the Court of Review. On October 25, the Court of Review decided that the Referendum results be made invalid because they felt that the SGA did not allow for an objective election. The Court of Review made the following recommendations:

1. If and when the SGA decided to hold another Referendum, the entire SGA Congress should vote to advocate one of three positions (for, against, neutral).
2. In a new Referendum, SGA should take steps to equally fund pro and con campaigns, in addition to maintaining a neutral, fact-oriented campaign.

The SGA had basically three options. They could: 1) act on the Court of Review's decision and hold another referendum, 2) decide not to hold another referendum, or 3) not take any action and defer the decision to the Board of Trustees. Luckily for us, they chose the third option.

On November 21, the Board of Trustees unanimously agreed to construct the facility and uphold the Referendum. The Trustees felt that the Referendum results were valid because there were no allegations of fraud in the election or misrepresentation of factual information.

May 15 has been set as a target date for the beginning of construction and students will begin paying a tuition increase in the fall of 1987.

WHAT WE DID TO HELP

Staff Retreat

In order to successfully undertake a major campaign of this type and still maintain other ongoing programs, a large number of people willing to go the second mile is needed. Our work study staff of about 30 students and 10 permanent staff attend a "retreat" every summer a few days before the start of classes. The announced purpose of the retreat is to do some area training for specific jobs as well as to provide a general overview of the Loyola Recreational Sports Program and what we offer. The real purpose is to build the camaraderie of the staff, establish good relationships among student co-workers and supervisors and to get to know one another in a setting outside of the workplace.

During this time we took the opportunity to get our students excited about the proposed Recreation Center project, and solicited their input on critical issues affecting the proposed building and its operation. We got them involved in the planning before the project got off the ground, and when it was time they felt like they had an interest in seeing that the Referendum was passed. They were the first to see the designs, to hear the proposed cost increases, both for tuition and parking fees, and were allowed to have input into the project in its infant stages where there was still time to allow their opinions to have an impact and be considered.

Because they were a part of it from the beginning they stuck with us until the end with the extra projects, additional hours, productive ideas, positive attitudes and patience.

Slide Show

One of the many publicity methods used to attract attention and gain support for the new building was a slide show put together by the SGA. This was a combined effort with many of the slides coming from different sources. Craig Bogar, Director, shot many on a trip to St. Louis before the Referendum idea came up. Byron Arthur, the SGA president and Tony Chivetta, the architect, contributed additional slides including some of the building plans. The slide show was to be the major highlight of the Referendum Campaign Kickoff - a semi-formal (black tie affair) by invitation only. Craig Bogar and Nan Davis, Assistant Director, had edited the script for accuracy, but had not seen the final product until the formal unveiling at the kickoff party. The slide show opened with a picture of the exterior of the building, under which the Student Government Association name was prominently displayed. There was a voice explaining the project and background music. The background music was a major problem. It resembled something out of a western movie where the Indians were beating on the tom toms - ready to attack. After the opening, the slide show was well done.

The Assistant Vice President for Student Affairs suggested we videotape the slide show so it would be more easily available for viewing. We ran the videotape of the revised slide show during intramural volleyball for four nights with an audience of about 300 each night. It was also shown in the University Center during the lunch hour and attracted a large group.

The videotaped slide show allowed the students to see what the facilities would actually look like instead of imagining what they were being asked to buy into. The sight of a gleaming swimming pool, a large modernized weight room and an elevated jogging track, free from the hazards of flying tennis balls, are big selling points when people actually see them.

Common Questions

A series of commonly asked questions and their correct answers were developed. These included items that a student would want to know such as: how much would it cost them each term, why they were being asked to commit to funding, what problems the building would solve, what was included in the proposed building, the timetable before it is a reality and other similar items of information. These were made available to our student staff who were encouraged to review them so they could stop the misinformation that was prevalent on campus.

Phonorama

The commonly asked questions were also used during our student phonorama which was very successful in helping get out the correct information and dispell the endless rumors not only to students, but to many parents. It was also a way (although unintended) to gauge student opinion on the issue and to give us an idea of how the vote might go.

Those who staffed the phones were Recreation Center work study students who were required to work a minimum of two hours each, as well as volunteers from the SGA, and other students interested in the Recreation Center project.

Their charge was not necessarily to sway voters to support the Referendum, but rather to:

1. Encourage them to vote and express their opinion.
2. Make sure they were correctly informed about the issue and had the right information on which to base a decision.

The phonorama was held the weekend preceeding the Referendum and provided contact with about twenty percent of the student body.

The students who were calling found that many people did not really know what the Referendum was about or had wrong information that they were able to correct. They were able to change some of the "No" votes into "Yes" votes and also get many more people to vote. The students enjoyed the phone work although many were skeptical at first. After they started calling and realized the impact of what they were doing, they got

excited about calling and the positive attitude carried over to the people with whom they talked.

Fortunately the phone bank had already been installed in one of the University Center conference rooms for the office of Institutional Advancement to be used for the Annual Fundraising Drive. Beginning this phonorama earlier would have provided an opportunity to contact more than twenty percent of the students. Phone contact with the parents proved they were just as interested and supportive and appreciated being given the information since most of them are contributing to their son's or daughter's educational costs.

Hot Seat/Free Speech Alley

The Hot Seat is a series sponsored by the SGA where a topic is selected for an open forum question and answer period over the lunch hour. The session is moderated by someone from the SGA and the administrator responsible for that topic is invited to sit "On the Hot Seat" to answer questions from the audience.

Free Speech Alley is another open forum type series where every Friday an open microphone is set up outside the University Center over the lunch hour and students are allowed to voice their opinion on any topic they wish. The Referendum was definitely a hot topic.

While the Hot Seat session was not well attended and did not reach more than 25-30 students, the Free Speech Alley sessions were well attended and mostly attracted dissenting students who were very vocal, emotional, and misinformed. They were largely responsible for the misinformation being circulated. The loudest groups were those who could see no personal gain from the proposed Referendum and were not willing to look at the broader picture of the benefit to the entire University.

Free Speech Alley, in effect, turned out to be a great tool for the dissenting faction to spread their propaganda because it was strictly student controlled and there was no one there with the correct information to rebut the dissenting faction.

Publicity Methods (Flyers, Banners, Architectural Boards)

One of the publicity methods given the greatest attention on any college campus for any activity is "The Flyer". Bulletin boards in every building are overcrowded with sheets of paper advertising everything. After seeing something once you tend to stop noticing it among the clutter. To combat this, several different flyer designs were used to keep the attention of the public. Some flyers were designed to emphasize the referendum with information on the voting dates. Other types of flyers were informational detailing the pros and cons of the project and how it would affect the students. The third flyer was actually a photo reduction of the building's architectural designs. This allowed students to see what was involved in the entire building project.

In addition to the flyers, large scale architectural design boards were purchased from the architect and displayed in glass cases in several

locations where they could not be vandalized. Large banners were hung in the Recreation Center and in Hardee's, in the University Center.

Vandalism of the flyers and banners was a major problem. The banner in Hardee's disappeared two days after it was put up and had to be replaced. The flyers detailing the pros and cons, would be torn down daily by the opposition. There was really no way to combat this, but fortunately the resources were available to replenish the bulletin boards daily and sometimes twice a day.

The information was also distributed to all intramural participants during the week preceeding the referendum. A table was set up at the entrance where information could be given out, the slide show viewed, and questions could be answered. This was staffed entirely by work-study students who were dedicated to the project.

The Maroon - From Support to Derision

Loyola University's student newspaper, the *Maroon*, went from supporting the referendum to supporting the decision to declare the referendum invalid, following the election. Newspaper coverage of the project started with the first issue of the semester and continued through the referendum.

The first editorial appeared in the September 20th edition. In that editorial, the severe problem of parking was mentioned in addition to the Rec Center suffering from overcrowding and being in need of excessive repairs. It was also stated that the university could not bear the entire financial burden of the project and that students cooperation was crucial in supporting it financially. They gave the SGA "credit for having the initiative to offer a realistic long term solution to the parking absurdity," and finally, "it is the students' job to support the SGA referendum."

On September 27, a student wrote a letter to the editor which started the wave of misinformation. He stated that students who graduate before the completion of the project would have to pay the tuition increase. In actuality, students will not have their tuition increased until the building is open. The student also mentioned that the amount was a \$200 increase. This gave people the impression that this was per semester paid by every student. The actual tuition increase is \$100 per semester for full-time students and \$50 per semester for part-time students. The following week, on October 4, the Vice President for Student Affairs wrote a letter to the Editor correcting these statements.

The October 18 issue of the *Maroon* followed the election and the "roof caved in" as far as newspaper support. Page three presented a photo of the SGA president in a very uncomfortable position at "Free Speech Alley". On the Editorial page, it not only had an editorial stating that the referendum campaign was biased, but also had a cartoon depicting the SGA president amongst huge sacks of money tossing up dollar bills which formed the word "YES" while airborne.

The following issue of November 8 had a front page story of the

referendum's results as being invalid. The editorial for that issue basically said that the SGA unfairly promoted the referendum and that the administration should hold a second referendum because of the Court of Review's decision that the election was invalid.

After the Board of Trustees voted to build the facility the *Maroon* got their final say in the matter in an editorial in the November 26 issue. They claimed that the students had no say in the decision, that the SGA Court of Review was worthless and that the SGA was just a "thinly disguised tool of the administration."

As on most campuses, a student newspaper can be an ally or opponent. Student newspapers tend to be exactly what they're supposed to be; organized by students, written by students and mostly controlled by students. They are pretty much able to write what they want. A valuable tool is to get as many students as possible to write letters in support of the referendum.

Our Vice President for Student Affairs also called a meeting with the *Maroon* Editor to discuss inaccuracies which had been printed. If it takes an administrator to set the facts straight, then it should be done.

Who Was The Opposition

The opponents, though very unorganized, were quite formidable foes. The major opposition came from the "Law School." They were very vocal, well trained in debate - or argumentative tactics, able to evoke an emotional response and play to a crowd. All of these talents were aptly displayed during the free speech alley oratorios where most students were not willing to take a microphone in front of a crowd and challenge the law students who were trained to argue in a logically confusing manner.

Another semi-identifiable opponent was a former fraternity which had been banned from campus and was not opposed so much to the building, but to the administration that was supporting the building.

The third area of opposition came from students disenchanted with the Referendum process, the way it was being run by the SGA, and more specifically the SGA president.

These groups were not really identified until very late in the campaign. Since they did not exist formally, there was no organized means to counteract their affect.

Staff Council

The University Staff Council met to hear a presentation by the Vice President for Student Affairs on the Referendum, the facility, and its effect on the staff. Although this group would not be voting in the Referendum, it is important that all areas of the University be well informed of the impact of the proposed project. The impact for the staff will be great because the cost for parking will go up from \$50 to \$240 per year. The affect of not building the new facility could also be a declining enrollment and lost jobs. Faced with these options the Staff Council voted

unanimously to endorse the project. This took place on the first day of student voting for the Referendum, so it really didn't have an impact on the student vote. To make sure that there was visible pro-referendum support at this meeting, a large number of the Student Affairs Division professional and support staff "stacked" the meeting wearing "Vote Yes" stickers and encouraging support for the project.

Conclusion

As stated earlier, a new facility will become a reality this May when the current building will be demolished and the construction of a new Recreation Center will begin. Although Loyola has been talking about this project for years, it never was really seen as a possibility until about ten months ago. Even at that time, it was still very early in the planning stages.

It's doubtful that the Referendum would have passed if parking were not such an immediate problem and students were to vote on solely a new Recreation Center. It's also unlikely that the campaign would have been as successful without the strong interest and leadership of the SGA. The key to winning any referendum on a new facility is to get students interested and have them take on the leadership and responsibility for the project.

A Recreational Sports Department has limited resources and simply cannot reach out to every segment of the campus population. Staff time and knowledge was better utilized in consultation with student leaders who serve a more diverse population. Once they were excited, they did most of the work. They felt that the project was theirs and that their "ownership" manifested a major commitment on their part.

As mentioned, mistakes were made and the campaign was not without its problems. However, based on the premise that others can learn from mistakes, this paper could help you carry on a successful referendum campaign should the opportunity arise on your campus to build a new facility.

CHAPTER V

Special Populations

A FITNESS PROGRAM FOR DISABLED COLLEGE STUDENTS

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The Fitness Program for Disabled Students at Southern Illinois University at Carbondale has become a successful outgrowth of our Disabled Student Recreation Program because it is based on current trends and students' requests, and because it reflects the needs of our disabled student population. Although disabled students do have special needs, their concern for personal fitness and their desire to become involved in Recreational Sports is sincere, and consequently, a responsibility of recreational sports programmers. Our fitness program, with one-on-one assistance and individualized workout plans, is specifically designed to meet the needs of students with more limiting disabilities. These individuals need assistance with handling weights and gaining accessibility to the exercise rooms, and who, as students, are on a restricted schedule. Finally, our fitness program is based on student requests for individualized workout plans with partners and perceived student needs for exercise, identity, and a sense of belonging. The purpose of this article is to present an overview of the successful fitness program for disabled students at SIU-C, offer guidelines for developing individual fitness programs for disabled students on campus, and present ideas for administering the program in order to provide a safe, efficient, and fun recreational sports program to all students.

Program Administration

The Disabled Student Recreation Fitness Program is designed to offer disabled students an individualized workout plan, a trained and qualified partner for assistance, and periodic supervision of the program. A student interested in the program would follow these steps:

1. Contact the Coordinator of Recreational Sports.
2. Fill out an Interest Form indicating name, address, phone number, schedule, interest, and personal goals.

The Coordinator of Recreational Sports collects all Interest Forms and assigns them to the Student Supervisor of the Fitness Program. The Supervisor will:

1. Pair the participant with a volunteer according to similar schedules, interests, needs and compatibility.
2. Arrange a meeting for the participant and volunteer to determine their workout schedule for the semester.
3. Offer a Commitment Contract to be signed by both partners indicating an agreed upon schedule, procedures for absenteeism or other schedule changes, and the consequences for violating the commitment. (i.e., warning letter, probation, or suspension from the program.)
4. Schedule a Fitness Assessment to be given by the Coordinator of Sports Medicine.
5. Design an individualized workout plan based upon interest, needs and findings from the Fitness Assessment.

Program Design

It is important to note that new students entering the program are often anxious to begin, and programmers should make every effort to make the transition from registration to participation as quick and problem-free as possible. However, in the long run, students will appreciate a well-designed fitness plan that offers safe and progressive exercise plans. The individualized workout plans are based on student interest, type and degree of disability, personal goals, and the information provided by the Fitness Assessment.

The one-hour Fitness Assessment is designed to:

1. Assess the overall fitness of the individual, including tests on heart rate, blood pressure, cardio-vascular fitness, strength, and flexibility.
2. Advise the Student Supervisor of any restrictions caused by disability or athletic injury.
3. Develop the individualized workout plan with the Supervisor of the Fitness Programs.

The art of designing an Individualized Fitness Program lies in assessing a student's interest, understanding a student's personal goals, and understanding the student's physical limitations. Assessing a student's interest is easy. All of our "clients" are college students with a myriad of past experience and insights. Combined with a Recreational Programmers wealth of knowledge on leisure opportunities, disabled college students can easily determine their range of interests. Personal goals

can also be determined by a student with the help of a recreational programmer. Often, though, the success of the Individualized Fitness Plan depends on a successful assessment of limitation, based on an individual's type and degree of disability.

The following brief guideline of disability types is designed to give first-time Disabled Student Recreational Programmers a basis for starting an individualized program design. The guidelines identify different disability types and offer popular fitness activities and adaptations. The guideline is not intended to be complete, but rather a basis for further research.

Cerebral Palsy

1. Students with Cerebral Palsy tend to have a lack of control of muscles, rather than muscular weakness. Depending upon the degree of disability, stiffness and rigidity may be a problem.
2. Students with Cerebral Palsy tend to benefit more from stretching and range of motion exercise rather than strengthening. In fact, some students notice an increase of muscle tightness due to weight work. Popular strengthening exercises are isometrics with help and work on the universal machines with quad mitts.
3. Volunteers are required to help with transfers from chair to exercise table, manually assist with range of motion and stretching exercises, provide resistance for isometrics, and guide weights in case of jerking movements.

Visually Impaired Students

1. The range of fitness activities available for visually impaired students is fairly large, although the need for a partner is apparent. Popular fitness activities include weight training, running, biking (stationary and tandem), dancercise, and swimming.
2. Volunteers are required as guides and fitness partners, and it is important to match partners by interest as most sighted partners tend to become involved in the workout.

Spinal Cord Injury

1. Injury to the Spinal Cord often results in paralysis. Extent of paralysis is determined by the location of the injury, i.e., the higher the break (Cervical Region) the greater extent of disability. Injury to the Spinal Cord below T-1 results in paraplegia, above T-1 in Quadraplegia and injury above C-4 will affect diaphragm and breathing.
2. The extent of injury, often causing loss of major muscles, will determine the limitations and availability of activities. Much care should be given to understanding the injury before designing a workout. In general, work in the weight room in order to strengthen specific muscles is desired, including work with dumbbells and universal machines.

3. Volunteer partners are needed to assist with transfers from wheelchair to exercise table, assisting with quad mitts, and assist with handling of weight and balance. Allow extra time for work in the weight room.

Traumatic Brain Injury

1. Brain damage, as a result of injury to one side of the head, tends to affect strength and coordination in the opposite side of the body (Hemiplegia). Depending on the extent of injury, a loss of strength of some muscles, and a loss of balance will occur. Often times, the injury will result in difficulty with memory.
2. Activities for individuals with traumatic brain injury are limited by an individual's mobility and muscle coordination. Activities will generally take more time, and quick reflex team sports are often difficult. Preferred activities are weight training, swimming, walking, pushing, and stretching.
3. Volunteer responsibilities include assisting with transfers, stretching, and providing balance for walking and weight exercises. Volunteers should be made aware of the reduced time factor, and adjust to allow the individual to finish the workout at their own rate.

The four disabilities named above are our largest groups. Other groups represented in our program include students with muscular dystrophy, multiple sclerosis, spina bifida, and post polio.

The end result of the Individualized Fitness Plan is a written checklist for both student and volunteer. The partner will, during the average one-hour meeting held twice per week, use the checklist to maintain a consistent program. The checklist can then be used to chart progress, update the quantity of work, and help carry the program over from one volunteer to the next. It is important for the Student Supervisor to consistently monitor the checklists to ensure they are updated.

Finally, after each fitness session, it is the responsibility of the volunteer to submit a Daily Fitness Report. The Daily Fitness Report informs the Student Supervisor and the Coordinator of Recreational Sports of the occurrence of the workout for attendance purposes, and notes any problems with equipment, injuries, tardiness, transportation, or scheduling conflicts. Any problems are then immediately resolved by the Student Supervisor.

Volunteer Recruitment and Training

The success of the Fitness Program often lies in the recruitment, training, and evaluation of the volunteer staff. Volunteers are obtained through various academic departments, and most of them receive credit for the work experience. Because most members of the Disabled Fitness Program are looking for partners with whom social interaction plays an important role, volunteers are sought who demonstrate enthusiasm, dedication, a willingness to learn, creativity, and good interpersonal communication skills. Interested students are urged to:

1. Contact the Coordinator of Recreational Sports.
2. Fill out an Interest Form indicating name, address, phone number, schedule, type of disability they are interested in learning about, interests, prior experience, and reason for volunteering.

The Student Supervisor of the Fitness Program then:

1. Pairs the volunteers with a participant according to similar schedules, interests, needs, and compatibility.
2. Arranges a meeting in order for the volunteers and participant to meet and determine their workout schedule for the semester.
3. Offers a Commitment Contract to be signed by both partners indicating time schedule for the meetings, procedures for cancelling or changing the schedule, and consequences for violating the agreement.

Prior to working with the participants, all volunteers attend an in-service training session at which time they learn of the goals and objectives of the Fitness Program; program policies and procedures; different types of disabilities and techniques used in lifting and transferring the participants.

Volunteer Evaluation

In order to assess the success of the program, all volunteers are informed that they will be evaluated at mid-semester by the Student Supervisor and at the end of the semester by the Graduate Assistant or Coordinator on: (1) attendance and punctuality, (2) rapport, (3) thoroughness, (4) creativity, (5) concern for safety, (6) lifts and transfers, (7) ability to motivate, and, (8) input into the program.

Information for both evaluations is based upon the Daily Reports, periodic observation by the Student Supervisor, phone calls to participants, and attendance at staff meetings.

Conclusion

This program is still in the infancy stage, yet each semester it grows in popularity. The goal is to make this option for fitness and participation open to any and all students on campus with disabilities. Each semester a little more is learned about types of disabilities and activities that are accessible and enjoyable. We do believe, however, that this system of service delivery and evaluation will work regardless of the numbers of interested students, and will encourage other university recreation professionals to include the disabled in future fitness programs.

"SPECIAL POPS" WHEEL INTO OUTDOOR PURSUITS

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Introduction

Remember the many summer days spent climbing that favorite tree, going camping with the family or just discovering a place where civilization and other human beings were out of sight and sound? Yes, those were the days! For many individuals who might have been born with a disability or who experienced an accident which led to a disability, this kind of experience most often has not been available and is usually frowned upon by parents and professionals. It is the authors' hope that this article will enlighten and educate the reader so that adventure related programming/risk recreation will become a viable program alternative, involving especially those individuals with various physical challenges.

What Is Risk Recreation?

Risk recreation, according to Ewert (1985), is a self-initiated, non-consumptive recreational activity engaged in a natural outdoor setting, that contains the element of risk, either real or perceived, in which the outcome is uncertain but influenced by both the participant and/or circumstances.

Why Is Risk Recreation Important?

Experiences which include risk and the opportunity to fail promote human dignity and independence; the "keep safe" attitude, when used exclusively or excessively, endangers the participant's human dignity (Roland, 1985). While it is true a safe environment is necessary, this environment must not preclude risk altogether, for it is the risk, be it physical, psychological, or emotional, that draws many millions of recreators to a wilderness experience. The trend of recreators moving to the out-of-doors and indulging in risk adventures has encouraged an increase in course offerings at colleges and universities and recognition by established national organizations (Ewert, 1985). The development of adventure education activities in the college setting, according to Mand (1985), can be compared to the pattern of development which occurred at the beginning of this century in organized school athletes. Mand (1985) goes on to explain that administrators and faculty are reacting to this development by institutionalizing adventure education as sports and athletics were institutionalized. Administrators need to recognize this trend and offer programming in risk recreation activities to fully develop the present programs.

There is a "sense of equality in the wilderness" that participants express following risk recreation activities. For the physically challenged person, this "equality" seems far more important because obstacles in

the wilderness are natural, not man-made. What might be an obstacle to an able-bodied person will not necessarily be an obstacle to a person who is physically challenged. Have you ever come across a situation where you knew a task was not possible, and the feeling in your stomach provided you with increased conclusiveness about the impossibility of the task? Heightened fear can be very disabling for anyone. This past summer, during a camping program sponsored by the Project Leisure Education-Participation (PLEP) of The Ohio State University, a young participant who has severe cerebral palsy that affects his speech and all four extremities expressed his feeling about one of the obstacles that he came across during his three-day experience. He punched out on his communication board that at first he was sure he could not physically get through one of the obstacles on the Accessible Challenge Course, then he said that if he learned anything from the experience, it was that "I can do it, if only I try." To this participant, the opportunity to succeed or fail made him look at challenges in a different light! The carry-over these experiences have on daily living skills is paramount. The old adage, "if I can do this, I can do anything," goes a long way. After exhaustive and painstaking accomplishments in the wilderness, daily obstacles which once seemed monumental are much less disabling. Bruce Weber, Executive Director of Colorado Outdoor Recreation Center for the Handicapped (CORCH), expresses his view, "Pride in such physical, mental and emotional achievements is carried over into their daily lives, making a dramatic difference in the way they view themselves, their peers, and the world around them." The outdoor setting allows for a "climate of expression" which surpasses everyday opportunities for expression of feelings. Inhibitions and stereotypes can be shed in the out-of-doors, allowing for this "climate of expression."

Legislation

Legislation guidelines and recommendations reflecting the national goal of accessible public facilities and programs, mandated by legislation include:

- The *Architectural Barriers Act* of 1968 (P.L. 90-480) states, "Any building, or facility, constructed in whole or in part by federal funds must be made accessible to and usable by the physically handicapped."
- Section 504 of the *Rehabilitation Act* of 1973 (P.L. 93-112) states, "... no otherwise qualified handicapped individual in the U.S. ... shall solely, by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."¹

¹A *Guide to Designing Accessible Outdoor Recreation Facilities*. Heritage Conservation and Recreation Service, U.S. Department of the Interior, Lake Central Region, Ann Arbor, Michigan.

— P. L. 94-142 The Outdoor Recreation Concept compliments this legislation, which calls for a free and appropriate education for handicapped children/adolescents.¹

A few of the potential benefits of Risk Recreation, as seen in Table 1 (Ewert, 1985), have been researched in a study at Breckenridge Outdoor Education Center (BOEC). The study results indicate that risk recreation programs can produce significant changes in individual participants with special needs. The areas researched in the study include self-concept, socialization, pre-and post-psychological tests, and activities/skills. All participants, adolescents who were undergoing oncology treatment, improved in all areas of testing following a five-day risk recreation program. This study is an attempt to quantify information that previously has been assumed without supporting data. However, one only needs to share one experience with a special needs group to witness the gains that are possible through risk recreation.

Table 1. - Potential Benefits of Outdoor Adventure Participation

<i>Psychological</i>	<i>Sociological</i>	<i>Physical</i>
Self-concept	Compassion	Strength
Confidence	Group Cooperation	Coordination
Self-efficacy	Respect for Others	Cardiovascular
Sensation-seeking	Outdoor Education	Outdoor Skills
Diversion	Nature Awareness	Sensory Awareness
Value Clarification	Communication	Health
Problem-solving	Behaviors	Catharsis

(Taken from Ewert, 1985)

PLEP ADVENTURE CAMP — PILOT PROJECT

The PLEP programs at The Ohio State University incorporates many of the traditional facility-related leisure activities, i.e., swimming, conditioning, basketball, bowling, etc. The original intent was to expand our offerings and include some of the non-traditional activities, to move towards adventure activities. The first venture into this non-traditional format was to offer rappelling. A platform on the climbing wall was used in the main physical education activities center on campus. The rappel itself was a free rappel, away from any walls or obstructions. This immediately attracted the attention of the Buckeye Wheelers, a group of wheelchair basketball players. Once their basketball practice finished, they came over to try the rappelling. Although not everyone became involved, those who did enjoyed themselves and completed several rappels before the night was through. This demonstration of interest in these activities, plus a growing awareness of other camps and our department sparked the in-

terest and determination to put together an adventure camp in conjunction with the Adventure Camp, already in existence, through the Department of Health, Physical Education and Recreation.

To better promote adventure activities for a variety of groups, the Department of Health, Physical Education and Recreation made a commitment during Autumn Quarter of 1984 to provide adventure-related activities for individuals with varying abilities by constructing an Accessible Challenge Course. This course consists of obstacles in trees which have varying levels of difficulty. The unique attribute of this course is its accessibility to a variety of individuals, especially those with physical, emotional and mental impairments. Following the construction of the course, its designer conducted a Workshop for twenty local outdoor leaders to better educate these professionals in its use.

PLEP Adventure Camp was divided into two three-day, two-night sessions. The first session served a population of eight; some of these individuals have severe mobility impairments and required assistance with feeding and daily care. Our accommodations were somewhat primitive; everyone slept in tents. The ground was padded, but it would have been better to have more padding for some of our clients. Our adaptive devices were few, although there was access to a port-a-john (a necessity). Some odd looking, but sturdy and functional, tables that could accommodate chairs were built to serve the needs of the campers.

The activities for the first week were typical camp activities, although they were novel to many of our campers. After setting up our tents, the campers moved to initiatives and "get acquainted" games, on to the accessible challenge course, went swimming and took an evening get acquainted walk around camp. The next day was filled with activities such as archery, riflery, canoeing, the infamous Alpine Slide, more swimming and a late night movie. Friday morning the campers slept in a little, got up, took down the tents, packed up and said "good-bye."

The second session was once again comprised of eight clients. This group was much more mobile and could perform all of their own self care. This session started out much the same as the last. First, after setting up camp, the campers played some initiative and "get-acquainted" games, and moved on to the accessible challenge course. After dinner, they tackled "Shale Mountain" — a steep ravine with about a fifty-foot incline at better than a forty-five degree angle. Getting down was not difficult, getting up took considerable time, effort and teamwork. Once everyone "topped out" the campers took a night hike — no flashlights allowed. This, too, proved to be a pretty formidable task for most of us — moving chairs and crutches through low growing brush and over tree stumps was not easy. The only fellow who did not seem much perturbed was Greg, our only totally visually impaired camper (he brought along his flashlight just in case!). By the time the campers made their way out of the woods and back to camp, everyone was ready to take a late swim and go to bed. Next day, they were up and headed out for the Alpine Slide

once again, then that afternoon went canoeing. Thursday evening found everyone gathered around a candle ring singing songs and enjoying the night. Friday morning the campers took down the tents and the first activity of the day was rappeling. The whole group had to work together and raise the rappeler into position and then he rappeled down, controlling his own descent. Everyone enjoyed a quick lunch and then went scuba diving at a local dive shop. Although the dive took place in a small indoor pool, that did not seem to diminish anyone's enjoyment. That afternoon everyone said "good-bye" and eight tired campers were sent home to recuperate.

The responses that were received from all of the campers were encouraging. The activities selected seemed to provide the right amount of challenge, and if a client decided not to participate, there was usually an option he could become involved in which was related to the main activity.

The success of the program rested in large part on several key ingredients: 1) a group of clients who were not hesitant to get involved, but also did not hesitate to let us know what they felt they could and could not do, 2) an eager enthusiastic and rather large (client: staff ratio) staff who were anxious to have fun and to see to it that the fun was contagious, 3) a wide variety of activities which could offer varying degrees of challenge and 4) a combination of leadership which included professionals in the areas of outdoor programming and special populations programming.

Key Elements of Administration

PLEP Adventure Camp, 1985 operated with a high ratio of staff to participants, one to one. Although this ratio was not necessary, this being our first attempt to provide outdoor activities, it was better to have too many staff than too few! The extra bodies turned out to be quite helpful, especially the first session; however, in the future, to promote more independence and support within the group, fewer staff will be included and the staff which will take part will be trained to enhance independence among the participants. Other staff training areas include safety procedures, first aid, activity introduction, and daily care needs of each participant.

Personnel who assisted with the camp were selected from a variety of resources: 1) students taking a Recreation Education course in camping filled half of the staff positions, 2) volunteers and staff from the PLEP Program filled in during specific time blocks, 3) family members, friends or guests were encouraged to "come along" as volunteers, and 4) instructors in various activities (i.e., archery, air riflery, canoeing) were on hand, since the camp was conducted in conjunction with the Adventure Camp offered annually through the School of Health, Physical Education and Recreation.

An administrative concern which seems to be a necessity is the need for leadership from the fields of Outdoor Education and Special Popula-

tions. The outdoor professional is aware of environmental safety precautions and adds expertise which educates as well as stimulates the participant to learn about and experience the environment. The special populations professional adds expertise related to the area of adaptations or modifications, as well as knowledge concerning various disabilities. The combination suggested is a necessity to fully develop and implement a special pops program in the outdoors.

The major source of funding for the PLEP Adventure Camp rested upon allocated monies for the existing Adventure Camp, (i.e., food, equipment, accommodations and leaders). But the additional funding for camper registration (\$400) was donated by the Ohio Outward Bound Alumni Association. The registration fee of forty dollars per camper assisted with rental of transportation, t-shirts and food.

Personally screening participants is suggested so that leaders are aware of needs or limitations that might not surface on a screening form. Information which is relevant for the leaders to know about each participant includes the level of function and needs in the following areas: mobility, daily care activities, medications, financial support and health history (i.e., allergies, sun sensitivity, etc.).

A final administrative concern relates to accessibility. Accessibility in the outdoors is a controversial topic. How far should the Park Management System go to make the wilderness accessible? Rather than tackle this much debated topic, it is perhaps important to further suggestions for adaptations and to explain that desire and determination can overcome financial restraints when it comes to making programs or activities available.

If the budget allows, the purchase of large wheelchair tires with deeper treads certainly would enhance accessibility. These tires are becoming more and more popular on the trails of our parks today. These tires can be ordered through Sport-n-Spokes Publications for approximately \$200 a pair. If there is a choice of trail surfaces, one might choose according to level of abilities of the campers. For instance, in Table 2, class development coincides with level of ability. Concrete trails could be viewed as the most accessible surface, while unbound wood chips are the least accessible. Administrators usually do not have control over the surface of the trail, so the goals of an activity or equipment used might need to be modified to better meet the needs of the participants involved; always consider and respect the environment when planning activities.

Conclusion

In conclusion, after implementing the first PLEP Adventure Camp, 1985, it is with great enthusiasm that we encourage similar offerings in risk recreation from other universities and colleges. The benefits of such a program can truly complement and enhance traditional activities.

TABLE 2

Class		I	II	III	IV	V
S T R A I L E	S	Concrete				
	U	Wood Plank				
	R	Crushed Rock				
	F	Pea-Sized Gravel				
	A	Bound Wood Chips				
	C	Coarse Gravel				
	E	Sand				
		Unbound Wood Chips				

(Taken from *Trends*, Vol. 22, Number 3.)

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RECREATION PROGRAMS FOR DISABLED UNIVERSITY STUDENTS: A SURVEY OF SELECTED VARIABLES

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An important phenomenon observed at American colleges and universities has been the rapid increase in disabled student enrollment (Kirchner & Simon, 1984). Most authors attribute this rapid increase to legislative mandate passed in the 1970's (Kirchner & Simon, 1984a; Marx & Hall, 1978). This general trend toward opening higher education oppor-

tunities for all citizens was noted by Kirchner & Simon (1984a). However, the most significant impetus to enrollment growth of disabled students appears to be Section 504 of the Rehabilitation Act of 1973 Amendments. Specifically, this legislation attempted to remove participation barriers based upon discrimination because of disability (Park, 1980).

Mahan (1974) conducted a survey on four-year colleges and universities in the United States and concluded that most disabled students were participating independently due to lack of services, facilities, and programs to meet their needs at their respective universities. A decade has passed since the Mahan (1974) study and progress in meeting the needs of disabled students is expected. It is disappointing to note that Postlewaite (1980) indicated that over half the universities surveyed had not yet complied with the basic regulations for Section 504 of the Rehabilitation Act of 1973 Amendments. The Postlewaite study indicated that it is unreasonable to assume that American colleges and universities have the staff, facilities, and services to provide for and to meet the needs of disabled students. In order for quality and nondiscrimination to exist, disabled students must have equal access and opportunity to participate in programs, services, and college experiences available to the general student population. At this time, as indicated by the current literature, there is no basis on which to assume equal opportunity in higher education.

One common area of interest to all university students is recreation. The opportunity to participate in recreation is usually considered a vital part of the college experience and a necessary component for physical and mental well-being (Carter, Van Andel, & Robb, 1985; Nesbitt, Snyder, & Van Meter, 1980a). Professionals involved with disabled individuals, particularly college students, emphasize the value and need for recreational services to this segment of our population. Child, (cited in Nesbitt et al, 1980b), former director of Special Services Program at Long Island University, described the value of recreational services for disabled college students interns of skill deficits and life experience. Child (cited in Nesbitt et al, 1980b) stated:

We found an enormous recreation deficit among our handicapped students at Long Island University. They had experience only in going places where they had to go; to hospitals, and to rehabilitation facilities. They had no experience in going to recreational facilities or recreational events or recreational activities. Thus, we believed that it was very important for special students to attend sport events, concerts, and go to art museums. It is terribly important that colleges and universities give priority to recreation for the handicapped person because throughout his or her lifetime the person who is handicapped has a greater need for recreation skills than non-handicapped. (pp. 1-2)

Kolstoe (1978) supports this line of thinking by saying that a major

problem faced by disabled individuals was the lack of opportunity to learn leisure-time activities because of the restrictions their disability puts upon participation (p. 41).

Kolstoe went on to indicate that many disabled college students have not had the opportunity to develop leisure skills. She further stressed the importance of providing these students with opportunities to experience and develop these fundamental skills during their college years.

Mirell and Barrett (1980) outlined various benefits of recreation participation for disabled students. They generalized five major benefits to the diversified population of handicapped students found in institutions of post-secondary education, namely self-confidence, leisure education and assessment, exposure to recreational experiences, socialization and physical exercise.

A review of the literature relating the value of recreation and the benefits of university sponsored recreation for disabled students has proved to be somewhat limited. The majority of the publications report the status of current programs or explain how to set specific programs up on your campus.

An expanded literature review indicated that studies have been conducted on general student populations for the purposes of assessing knowledge of services, satisfaction with, and utilization of Intramural-Recreational Sports (Brown, 1983, Lore 1983, Zuercher, Seklacek, & Masters, 1983). The literature suggests that these areas are of importance to coordinators of Intramural-Recreational Sports, and to administrators providing specialized services for disabled university students as well as university administrators. The investigation of the literature appears to reveal assessment of the general student population and Intramural-Recreational Sport is of a limited and recent nature. This observation suggests an oversight on the part of universities and only recent concern for accountability in this area. The absence of literature assessing disabled college students is not surprising after the revelation of the status of assessment and evaluation of the general student population. The lack of data-based research in this area reflects poorly on both the providers and evaluators of university programs and services, especially as related to Section 504 of the Rehabilitation Act of 1973 Amendments.

This study was designed to assess disabled student's knowledge of, satisfaction with, and utilization of a university sponsored recreation program for disabled students. The program evaluated was an ongoing program at a large midwestern university. The campus was physically accessible to disabled students in terms of architectural barriers and accommodations. The university also had developed a service department to deal with and assist those disabled students requiring assistance such as readers, recorders, note takers, and other academic related services. In addition, the service department offered a newsletter to inform

students of current programs and activities. The university also offered a limited transportation service to disabled students and assistance with "accessible" on-campus housing and location of off-campus housing.

Method

Subjects. The subjects were 55 disabled university students from a mid-western university, ranging in age from 18 to 49, with a mean age of 25.2, and a range of 31. Thirty-two (58.2%) were classified as wheelchair users, six (10.2%) as having orthopedic impairments, eight (14.5%) as visually impaired, two (3.6%) as having a chronic health impairment, and five (9.1%) as having impairments not mentioned above. More males (34) than females (20) responded to the survey. All respondents were registered with disabled student services, and were currently enrolled as students at the university, attending school Fall 1984 and/or Spring 1985.

Instrument. The survey was composed of five sections: Knowledge, Utilization, Satisfaction, Demographics, Nonuser. The survey was 16 pages long and could be completed in approximately 30 minutes. Section One was composed of Part A: Regularly-scheduled programs, and Part B: Special Event programs. Respondents were asked to check whether the activity was offered, not offered by the special university recreation program or whether they did not know. The number of correct responses was used as the score for Part A and Part B.

Section Two: Utilization was used to determine if the disabled student had attended or participated in any special recreation programming offered since September 1, 1984. If the answer was NO, the respondent was asked to turn to sections Four and Five, Demographics and Nonuser. If the answer was YES, the respondent then contributed information on the activities he/she had participated in and the frequency of participation.

After completing the Utilization section, users were then asked to complete Section Three: Satisfaction. Users were asked to indicate whether or not they had participated in selected activities and to rate their levels of dissatisfaction and satisfaction for the activity in terms of: 1) the overall program, 2) accessibility, 3) facilities, 4) volunteers, and 5) staff.

Both users and nonusers were asked to complete the section on Demographics. Respondents were asked their age, sex, class affiliation (freshman, junior, etc.). They were also asked nationality if not U.S. Citizen, and disability status: wheelchair user, orthopedic impairment, visual impairment, hearing impairment, chronic health impairment, or other.

Only nonusers were asked to complete the last section of the survey. This section attempted through open end questions to ascertain why the individual had not participated in the special recreation program. It also attempted to solicit activities of interest to the nonuser which, if offered, might influence future participation.

Procedure: The technique for data collection consisted of mail distribution of the survey, a telephone follow-up and/or in person interview. Two weeks after the initial mailing of surveys, telephone calls were initiated to all individuals who had not returned the survey. For individuals without telephones, personal visits were attempted. The time period allowed for follow-up was 15 days.

This process accounted for 67.9% of the targeted sample ($N=99$) over the five type of return categories. In total 57 surveys were returned by the respondents. Fifty-five of these instruments were fully completed and subject to data analysis.

Results

Knowledge

There was no significant correlation between the independent variables of sex and knowledge of regularly scheduled or special event programs. Thus it appeared that neither sex was more aware or knowledgeable of programs offered by the special recreation program.

Contingency coefficients between disability categories and knowledge of regularly scheduled programs was not significant at the .05 level. These analyses were based upon 52 observations, due to missing data, and collapsed categories as described in Tables 1 and 2.

Table 1.
Contingency Table: Knowledge of Regularly Scheduled Programs (Above or Below the Median) and Disability Categories (Wheelchair Users Versus Other Impairments)

Disability Category	Below the Median	Above the Median	
Wheelchair users	14	17	31
Combined category of orthopedic impairments, visual and hearing, chronic health and "other" impairments	12	9	21
	26	26	52

Table 2.
Contingency Table: Knowledge of Special Event Programs (Above or Below the Median) and Disability Categories (Wheelchair Users Versus Other Impairments)

Disability Category	Below the Median	Above the Median	
Wheelchair users	12	20	32
Combined category of orthopedic impairments, visual and hearing, chronic health and "other" impairments	14	9	23
	26	29	55

The correlations between user/nonuser status and knowledge of both regularly scheduled and special event programs were significant at the .01 level. Based upon these results it appears that users are more knowledgeable about program offerings than nonusers. T-tests were performed and were significant based upon the above correlations. See Tables 3 and 4.

Table 3.
Knowledge of Regularly Scheduled Programs, Users and Nonusers

	N	Mean	S.D.	df	the
Group 1 Users	24	11.96	3.77	51	5.87*
Group 2 Nonusers	29	6.07	3.45		
*p<.01					

Table 4.
Knowledge of Special Event Programs, Users and Nonusers

	N	Mean	S.D.	df	the
Group 1 Users	24	10.625	3.062	53	5.21*
Group 2 Nonusers	31	5.903	3.525		
*p<.01					

Utilization

Twenty-four of the 55 respondents classified themselves as "users," meaning they had participated at least once in a special recreation activity offered by the university between September 1, 1984 and the time of the survey.

Users were asked to list the activities in which they had participated and to categorize the frequency of use. The most popular activity was bowling (11), followed by fitness program (10), swimming (7), and wheelchair basketball (6). Many individuals participated on a weekly or biweekly basis. See Table 5.

Table 5.
Frequency of User: Participation in Regularly Scheduled Activities as Reported by Users

Activity	Less than once a week	Once a week	2 or 3 times weekly	4 or 5 times weekly	6 or more times weekly	N
Wheelchair basketball	3	1	2	-	1	7
Swimming	4	2	3	-	-	9
Bowling	2	9	-	-	-	11
Motorball	-	2	-	-	-	2
Self Defense	-	-	2	-	-	2
Fitness	-	1	9	-	-	10
Total	9	15	16	0	1	

A phi correlation was run to test the relationship between sex and user/nonuser status. The resulting correlation was low, $\phi = .13$, X , and was not significant. There was no significant relationship between sex and user/nonuser status.

A contingency coefficient was used to analyze the relationship between disability categories and user/nonuser status. Disability categories were collapsed (wheelchair users versus all other impairments) because of the cell sizes. The contingency coefficient, $C = .29$, $X(4, N = 55) = 3.8$, $p .05$ was statistically significant. User status appears related to disability category as wheelchair users report utilization of the special recreation program more than students in other disability categories. See Table 6.

Satisfaction

Satisfaction was measured by asking individual respondents, who were self-classified as users, to indicate their level of satisfaction for specific activities (e.g., swimming, bowling, sailing) on 5 items: overall program, accessibility, facilities, volunteers, and staff. Satisfaction was based upon a four part scale where 1 equaled very unsatisfactory, 2 equaled unsatisfactory, 3 equaled satisfactory, and 4 equaled very satisfactory. Satisfaction was calculated in two ways: 1) by calculating a

mean for each item (e.g., overall, accessibility) and 2) by calculating a mean for activity (e.g., swimming, sailing, etc.). See Table 7 and 8.

Table 6.
Contingency Table: Disability Categories and Users or Nonusers

User	Disability Categories		
	Wheelchair User	Orthopedic, Visual, Hearing, Chronic Health and "Other" Impairments	
User	18	6	24
Nonuser	14	17	31
	32	23	55

Table 7.
Summary of Satisfaction of All Regularly Scheduled and Special Event Programs as Reported by Users

Regular Programs			Special Event Programs		
Item	N	Mean	Item	N	Mean
Overall	38	3.42	Overall	19	3.68
Accessibility	38	3.63	Accessibility	19	3.67
Facilities	38	3.26	Facilities	19	3.47
Volunteers	38	3.63	Volunteers	19	3.79
Staff	38	3.63	Staff	19	3.79

1 = very unsatisfactory
2 = unsatisfactory
3 = satisfactory
4 = very satisfactory

All respondents appeared satisfied with the programming offered by the university in terms of the activities and items presented in the means in Tables 7 and 8. However, the overall program satisfaction was low for both Motorball and Basketball as indicated in Table 8. On a four-point scale a mean between 2 and 3 indicates some level of dissatisfaction. The individuals who indicated they were dissatisfied with the overall program for Motorball and Basketball, indicated they were satisfied with the

accessibility, the facilities, the volunteers and the staff. The cause of their dissatisfaction cannot be ascertained from this study, indicating further evaluation is necessary.

Table 8.
Summary of Satisfaction of All Regularly Scheduled and Special Event Programs as
by Users: Means of Items and Means for Activities

Program	Overall	Accessi- bility	Faci- lities	Volun- teers	Staff	Mean for Activity	(N)
Bowling	3.64	3.72	3.54	3.54	3.45	3.58	(1)
Swimming	3.22	3.66	3.55	3.55	3.66	3.53	(9)
Fitness	3.50	3.40	3.60	3.60	3.60	3.50	(10)
Motorball	2.33	3.00	3.33	3.33	3.67	3.17	(2)
Self Defense	3.33	3.33	3.33	3.33	3.60	3.67	(3)
Basketball	2.50	3.50	3.25	3.50	3.25	3.20	(4)

1 = very unsatisfactory
2 = unsatisfactory
3 = satisfactory
4 = very satisfactory

Nonusers

The final section of the survey questioned nonusers of the special recreation program, their reasons for nonuse, and also attempted to solicit information concerning activities they desired to see hosted by the university sponsored program for disabled students. Several recurring themes ran through the answers to the questions concerning nonuse obtained from the 31 respondents self classified as nonusers. Generally categorized, they appeared to be: a) lack of time (12); b) no interest in offered activities (6); c) scheduling problems with classes (6); d) school work interference (5); e) felt they didn't need a special service (4); f) didn't know anyone who participated (4); g) did not want to be segregated from the general population (3).

Only 19 individuals responded to the question soliciting a list of activities or sports they would like to see offered by the special recreation program. It is interesting to note that several respondents listed activities currently offered such as swimming, sailing, and horseback riding. Two individuals requested an increased frequency in the offering of special-event programs such as horseback riding. Among the responses two fresh themes do appear: a desire for more outdoor-nature related activities and a desire for social and cultural activities.

Discussion

Because of the unique population, setting, and the specialized ser-

vices available to disabled students in the location where this study occurred, the ability to generalize is severely limited. In addition, the lack of data based research on disabled students also limits the ability to generalize since no comparisons can be made. And finally, the study is only representative of those disabled students who choose to respond to the survey.

No support was found for the first two sets of hypotheses. There appeared to be no significant relationships between sex or disability category and knowledge of regularly scheduled or special-event programs offered by the university for disabled students. Within this population it can reasonably be assumed that neither males or females were more knowledgeable about program offerings. Another assumption to be made is that individuals within the different disability categories did not differ significantly in knowledge of program offerings.

However, the third hypothesis dealing with knowledge of programming was statistically significant. Individuals who identified themselves as users of the services were more knowledgeable about program offerings than nonusers.

Of the regularly scheduled programs, more than 80% of all the respondents were able to correctly identify the following activities: Wheelchair Basketball, Swimming, and Bowling. Between 69% and 79% were able to correctly identify Self-Defense and Fitness as program offerings. Programs the respondents were least aware of were: Motorball (62%), Track and Field (56%), and Goalball (40%).

Of the special event programs offered specifically to disabled students, only two activities, Horseback Riding and Fred's Dance Barn, were correctly identified by at least 80% of the respondents. Between 60% and 78% of the respondents were able to identify the Professional Sports Trip, Wheelchair Competition, Canoe Trip, the State Fair, and Fishing as currently offered activities. Less than 50% of the respondents were able to identify Laclede's Landing Trip, Wheelchair Football Tournament, or Sailing. In fact fewer than 40% identified Sailing and fewer than 25% the Football Tournament.

Based upon these findings it would appear that many of the special event programs are unknown to many university students with disabilities. A comment expressed by one student indicated a desire for more activities for the visually impaired and yet programs geared toward this disability are unknown to more than 55% of university students with disabilities that responded to the survey. Another response indicated a lack of knowledge or awareness of the university recreation program for disabled students and programs blamed on lack of information or visitation to the student recreation center on campus. It must be pointed out that these programs are advertised through the school newspaper, and a newsletter published by the office for services to disabled students.

The ratio of users to nonusers in this study was 8:11 (or 43.6%) for

university students with disabilities who choose to respond to the survey. For comparison purposes it is interesting to note figures from surveys conducted on general student populations where the percentages of users range from 43% to 65% (Zuercher et al 1983).

Reviewing the class affiliation of individuals classified as users, 12.5% of the disabled student users were freshmen, 20.8% sophomores, 20.8% juniors and 25% seniors. Comparing these results to general student population figures from research on program utilization conducted on the same campus in 1983 it is observed that 88% of the users in the previous study were freshmen, 16.7% sophomores, 18.0% juniors and 22.7% seniors (Brown, 1983). A comparison of two previous studies conducted on the general student body of the same campus revealed that more than 68% of the users surveyed were freshmen (Brown, 1983; Lore, 1983). Thus it appears that among disabled students users are composed of a smaller percentage of freshmen and a larger percentage of upperclassmen.

A study of disabled students' use of higher education services by Blake, Cleary, and Quatrano (1978) reported that the student's need for services changes over his/her school career. The need for services (attendant care, counseling, medical, tape library, testing, transportation, and adaptive physical education) decreased over the disabled students school career for every service except adaptive physical education. The need for this service appeared to be constant between the freshman and junior years for the disabled students in this study.

The correlation between sex and self-classification as user or nonuser was not significant at the .05 level. Thus the current study revealed that 50% of those classified as users were male and 50% female. Of the nonusers 35% were male and 65% female. In other words, 70.6% of the males surveyed participated in programs offered by the university for disabled students as compared to 56.6% of the females. In comparison, a study conducted by Zuercher et al (1983) reported a greater percentage of both male and female disabled students participated than the general student population.

The correlation between disabled university students classified as users or nonusers and health status (disability categories) was significant at the .05 level. Based upon this finding it can be stated that the disability category is related to user/nonuser status. The frequencies examined in the contingency coefficient revealed that individuals in the wheelchair user category were more likely to be users than individuals in the combined categories of orthopedic, visual, hearing, chronic health, and "other" impairments.

The correlation between self-classification as users/nonusers and age of disabled university students was not significant at the .05 level. Thus, based upon these findings, it would appear that an individual's age is not related to users status.

Individuals responding to the survey as users were asked to indicate

their level of satisfaction for specific activities by indicating whether they were very dissatisfied, dissatisfied, satisfied, or very satisfied with: 1) the overall program, 2) accessibility, 3) facilities, 4) volunteers, and 5) staff. Overall, the respondents were satisfied with the programming offered. Their scores ranged from a 3.17 to a 3.67 for specific activities on a 4-point scale, where 1 equals very dissatisfied and 4 equals very satisfied.

When reviewing the means for Activities it was interesting to note two activities; basketball and motorball, had less than satisfactory responses for one out of the five items (overall program, accessibility, facilities, volunteers, and staff). Motorball is a game similar to soccer played in electric wheelchairs with an oversized ball. The level of satisfaction for the overall program, expressed by the respondents for Motorball and Basketball (wheelchair), were calculated at 2.33 and 2.50 respectively. Thus, based upon this finding, it appeared that the participants in these two activities were less than satisfied with the overall program.

Also interesting to note is that the mean for Activity for each of these programs in question was 3.17 and 3.20 respectively. The area of dissatisfaction could not be determined from the results to the item responses.

Part V of the survey was used to collect information from nonusers of the university-sponsored programs in order to determine why the individuals were not using the service and to also determine what additional activities, if offered, might attract them to the service.

Several recurring themes ran through the open ended questions dealing with reason for nonparticipation. The most widely expressed reasons for nonparticipation were lack of time, interference with school work, and scheduling conflicts. Several individuals also mentioned a lack of interest in the activities currently offered. A few people responded to the question by replying they had no need for a specialized or disabled student service. The negative aspect of a segregated program and not knowing anyone who participated were also voiced as concerns.

When asked what activities they would like to see offered in the future, the nonusers replied with a variety of answers that included the listing of activities currently offered and a request for more frequent scheduling of specific events such as horse back riding. Among the answer to this question, two themes were noted: 1) a desire for more outdoor-related activities, and 2) a desire for social and cultural events.

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CHAPTER VI

Sport Clubs

BRIDGING THE GAP

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Introduction

Sports Club Programs (SCP) have had the reputation of receiving team sports that can no longer be housed in Intercollegiate Athletic Departments. One of the most important benefits they lose in this transfer is their NCAA status. Because of individual clubs' growth, skill, achievements, and maturity, there is a need for Athletic and Recreational Sports Departments to work cooperatively to provide these teams with NAIA or NCAA recognition.

In order to achieve varsity status, there are questions SCP Coordinators need to answer: Are the individual athletes ready for the transition? Are they prepared for the additional time commitments and extra responsibilities? What are the steps involved to obtain varsity status for a team? Last, but most important, who funds the program?

A great deal of preparation is involved when a sports club team elects to "go intercollegiate". The decision to pursue this goal should reflect significant consideration from everyone involved: the school's Athletic Director (AD), the Sports Club Program's Department head, the Sports Club Program Coordinator, the team's coach and each team member. As with any administrative decision that effects policy change, the more thorough the planning and preparation, the smoother and more successful the outcome.

The many factors affecting a team's decision to become a varsity sport can be grouped into three broad categories: making the psychological adjustment, achieving the necessary level of competition

and accepting increased responsibilities. Both the team members and their coach will need to take on a new role with its own challenges, while the AD and SCP Coordinator must perform additional duties.

Psychological Adjustment

The least tangible and therefore the most easily overlooked aspects of a club's move toward intercollegiate status are the mental, psychological, and emotional factors. To insure long-term stability in their new role, the team members need to establish a strong foundation, or "mental readiness". For athletes who take their sport seriously, yet have been competing on the more loosely structured club level, a switch to varsity status can be overwhelming.

The adjustment requires an appropriate team attitude and commitment. The members must be able and motivated to take on new roles from the simple things like travel requirements to more encompassing rules, the new guidelines will require of all players. A club team must know in advance the degree to which compliance is expected, or, the adjustment period could potentially evoke resistance or frustration. Undergraduates lead demanding lives as it is, and adapting to an extensive set of requirements can be difficult and demanding. It is therefore crucial at this stage, for both the coach and SCP Coordinator, to provide as much support as possible.

Level of Competition

A club team that feels ready to attain NCAA status must certainly prove themselves athletically by exhibiting a level of skill on a par with their potential competition. In order for the team to feel confident enough to seek tougher competition, it must really be outstanding in its club league. Because their competition has until now been at a club level, the team is initially at a disadvantage playing against the seasoned varsity teams. To prevent this situation from causing the players undue frustration, the coach should prepare the athletes for this occurrence.

One other problem that might arise, and may be psychologically challenging for the individual players, is when a team joins a national association it inherently becomes more attractive to prospective members. Consequently, the team may experience *internal* competition. Previously successful members who voted enthusiastically to seek NCAA or NAIA competition, may now find themselves outclassed by the new talent (the talent that until now, would have matriculated at another school offering NCAA play.) When this happens, the team may suffer from low morale and feelings of resentment. Occasionally, internal strife between new players and returnees undermines the team's unity and spirit.

Additional Responsibilities

There are additional responsibilities that will require time and energy beyond the commitment of the team on the club level. The team's training and practice times will increase, so as to attain top form and gain

every advantage possible in meeting their new competition. Also, the players will need to respond to both their Intercollegiate Athletic Department, and the SCP's home department in meeting the requirements of their dual role. This means attending the Sports Club Council meetings, fulfilling their responsibilities on the club program level, and then crossing over to the Intercollegiate Department, and meeting whatever responsibilities are laid out by the AD. For the coach too, this means a greater time commitment.

Finally, the club's increased financial burden must be emphasized. Coaching salaries, the need for upgraded equipment and uniforms, awards and insurance all represent higher costs. In light of today's tight funding for sports club programs, these extra costs may wind up being passed on to the team's members.

Steps to Achieve Intercollegiate Status

Given that the club is ready — both as a team and as individuals — for the transition, the Sports Club Coordinator needs a presentation for the Athletic Director. First, the SCP Coordinator needs to have the support of his or her supervisor, usually the Director of Recreational Sports. The Director is in a position to know if the AD will be receptive to the proposal. The expenditure of time and energy is too great to waste if the AD is unapproachable. Clear lines of communication need to be drawn between all concerned parties. It is important to understand that the areas affected most are the AD's department staff, budget, and public relations. Emphasizing the positive aspects of adding the sport to their program should be the main goal. Realizing that financial support will most likely be the AD's biggest concern, it helps to establish a team endowment or an alumni support group. Sports Club Programs must be prepared to assist in meeting the team's financial responsibilities.

After the research is completed, negotiations should begin. The SCP Coordinator approaches the AD with the idea of establishing a contract that will define both departments' responsibilities. The Department of Recreational Sports at the University of California, Berkeley has developed a model contract. The contract lists specific needs and requirements for the team, emphasizing the financial aspects. With assistance from the SCP administration, the team must financially support coaching salaries, insurance, printing schedules, training supplies, equipment, uniforms, varsity awards, travel, and any additional items in the negotiations.

Once the contract is drafted, the document must be reviewed and approved by the Sports Club Council, which allocates the club's funding. It is imperative that the Council President be informed throughout the negotiations stage. The Council President and Club President must clarify the team's dual status, and then explain the advantages of the contract to the Council. The next step is to formalize the contract by making the necessary revisions and giving the agreement a trial period for

evaluation. Also, the agreement should be authorized by all parties concerned: Vice-Chancellor, Department Head, Athletic Director, SCP Coordinator, Team Coach and President.

One last point is that NCAA rules state that the AD must administrate the program. The conditions of the contract, however, absolve the Athletic Department from any financial responsibility for the sport. Because Recreational Sports funds the program, they retain the responsibility of managing the program.

SCP Financial Assistance

After the initial planning stages are completed, a thorough evaluation should be done of how the SCP can continue to assist the dual-status club, particularly financially. There are a number of different routes from which to choose when exploring ways of upgrading programmatic funding. The Alumni Donor Program is a potential funding source that is close to home, and because it offers such a wealth of resources, its importance cannot be overemphasized. Maintaining close contact with sports club alumni provides not only a funding source that has familiarity with the program, but one that is also receptive to the program's needs.

One way to maintain contact with the program's alumni is to send out newsletters. If the alumni are informed of the program's activities, they will be much more inclined to contribute toward the program's goals. Beyond financial assistance, an Alumni Donor Program can provide other benefits such as community contacts, coaching and officiating services. A unique way of developing continuity between current club members and their alumni, is to host an annual banquet to celebrate the year's accomplishments and contemplate future directions. Of course this would be a revenue raiser, but of equal importance is the intent to address the clubs' social needs — a morale booster, of sorts.

In summary, the transition is a time consuming task that requires patience, understanding and dedication. It is, however, conceivable and worthwhile in those instances where the club is ready for the higher level of competition.

CLUBS CAN MAKE THE DIFFERENCE

Winona Vannoy, Kent State University

Sport Clubs and Club Sports are not new terms to Intramural and Recreational Sport Directors; but, they are terms that initiate a vast variety of interpretations and emotions. Many directors believe they have no place in the intramural and recreational sport program, but that they should be a separate program often initiated and administered by

students without any professional involvement or financial support. Intramural and recreational sport directors at the opposite end of the thought spectrum believe that sport clubs or activity clubs are a vital part of the intramural and recreational sports program.

Just as the word "athletics" was dropped from the title "Intramural Athletics" when activities such as dance and aerobics were included in the intramural programs, the word "sport" has been dropped from the title "Sport Clubs" at many colleges and the program is titled "Intramural Clubs".

The club program provides the best avenue to reach the many students with special interests in activities such as skating, sailing, rugby, lacrosse, scuba, crew, dance and many other areas that are not included in the tournament program. With some administrative organization, clubs can begin forming at any time throughout the school year and the administrator seldom has to say "no" to a student's request for a special activity. A club coordinator should have materials prepared that explain the requirements to form a club and the guidelines that must be followed. Requirements may include:

1. A minimum of twenty interested students.
2. A qualified student, graduate student or faculty member willing to serve as manager.
3. Adequate facilities and equipment.
4. Sufficient funds to pay the manager.

With these basic four requirements, the first contact with the student interested in starting a club would include an explanation of the requirements plus encouragement to find twenty interested students and a manager. A manager's affidavit and some club membership cards would be given to the interested student. If the student returns with signatures of twenty interested students and the manager's signed affidavit, the next steps are to assign space in a facility and secure the basic equipment needed. In most cases a club coordinator can find a spot for the group to meet at least once weekly. If facilities are scheduled so that there is positively no room, the initial part of securing interested members should be encouraged with the understanding that they may not be granted space until the next semester. The club coordinator should then study the facility use to try to fit in the new club. Perhaps the tournament program reserves more space than needed, or perhaps the same students are using informal recreation time every day and should share some space for clubs. Too frequently basketball courts are allocated to open gym time and the same ten or fifteen students use the court every evening. To be fair to all students, we need to schedule specific club time in the various facilities. By requiring twenty members with a regular participation of ten or more, the facility use is equal or above the open gym basketball use.

A good club program offers a wide variety of activities. To begin a club

program or to expand a club program, the coordinator can publish a list of club offerings that will draw interested students. When Kent State expanded its club program from eleven clubs to forty clubs in one year, the club titles had been listed as clubs offered and as students came to the office to learn more about each club, they were advised that the department would provide the facility, some equipment and a small budget if they found the twenty interested students and a manager. That first year, all but two of the clubs listed were organized and in operation. After that first year, a willingness to encourage all students with special interests to get organized has continued to expand our club program to fifty-two clubs. The list now includes a vast variety from the competitive clubs such as lacrosse and rugby, to traditional clubs of volleyball, badminton, sailing, scuba, aerobics, karate and swimming.

Kent State University, has experienced a 140% growth in the club area during the last five years. Last year the club program accounted for 156,109 participation hours of the total 385,674 participation hours. Each club manager must keep a record of participation and turn it in at the end of each semester. The participation sheet is often posted on a door or wall and the students check their name off as they arrive. In large groups such as aerobics, the manager is merely asked to keep record of female and male attendance and is not asked to keep track of each name. At the end of each semester the club coordinator records the total male and female participation count for each club and provides a copy for the annual report. The club coordinator uses the statistics to determine future budget and facility allocation. If a club participation drops below an average of ten participants weekly, the club will usually be cancelled until more interest is generated. This provides room for clubs with higher interest and it provides maximum use of facilities.

The senior administrator is responsible for seeing that resources are used wisely. That responsibility includes providing the best possible recreational activities while keeping the cost to the students and tax payers low. Last year at Kent State, the total budget was \$352,000.00 and participation was 385,674 participation hours resulting in a cost of 91 cents per participation hour. ($352,000 \div 385,674 = 91$) To maintain this goal, the administrator must be constantly aware of high cost areas and low cost areas. Aquatics and tournaments are two high cost areas. Last year the club participation cost at Kent State was only 16 cents per participation hour. ($25,000.00 \div 156,109 = 16$) Actual cost for some of the clubs ran much higher as a result of travel and expensive equipment, but that was the club members' choice. Our goal is to provide intramural or on campus activities and club members know that very little, if any, of their funds will be approved for travel or uniforms. Clubs have the option to vote for membership dues to help with travel and uniform costs, but at least two-thirds of the club must approve dues assessment before it can be included. If dues are approved, it is then the manager's job to see that they are collected and deposited with the club coordinator and spent ac-

cording to the guidelines. The club coordinator approves and records all expenditures. At the beginning of each academic year, \$25,000.00 is budgeted to an agency account specifically for clubs. This transfer is made so that individual clubs can carry their balance from one year to the next if funds are not all used. If a club overspends, it must collect dues to remove the deficit before it can continue as an active club. This seldom happens, but occasionally a club will commit itself to a schedule that requires more funds for officials than it has available. At the end of each year the club manager turns in an annual report including a request and justification for budget and facilities for the following year. The club coordinator uses the statistical report and the request to allocate facilities and funds for the next year. Each club is allocated from \$200.00 to \$800.00 depending on the need and participation. Out of the allocation comes the manager's payment and equipment as top priorities. Aerobic clubs need only enough to pay the manager who is the exercise leader and to purchase some records or tapes, while the rugby club usually gets the \$800.00 to pay the manager, officials, field lining, first aid equipment, etc. At least \$2,000.00 is kept in a contingency fund to help new clubs get started or to help clubs that wish to sponsor a special event such as the regional weight lifting tournament.

Many studies have been done concerning female participation in intramurals and campus recreation. Most studies indicate that less than 30% of the participation, nationwide, is female. Club programs appear to increase female participation more than any other activity area. The average female student seems to be more interested in an organized activity with a strong leader such as aerobics, karate, dance and synchronized swimming than in informal activities or in tournaments. Last year 36% of our club program participation was female while only 31% of our entire participation was female.

The club program provides an excellent opportunity to develop good interdepartmental relationships. The physical education and recreation faculty and students can serve as managers or participants for extra skill practice and instructors can require hours of leadership involvement in the program. An example is a kayak club manager who is also the kayak instructor for physical education. The instructor encourages students to become members of the club for the extra practice in a more informal atmosphere, and the club sponsors some trips to open water areas that provides the financial help that may not be available to class members. Equipment funds can also be combined with physical education equipment funds, allowing purchases of more kayaks and wet suits than either one could afford separately.

Another example could be a recreation teacher requiring some hours of internship in the program as part of the intramural administration class. The students are put in leadership positions or in club programs that may lead into leadership positions. This experience often serves as the little nudge that gets them started participating in new activities.

Athletes also find many opportunities to become involved in the intramural club program. Gymnasts can get extra practice during club time, many athletes belong to weight lifting clubs for extra training and volleyball athletes often join a power volleyball club during their off season.

The club program can sponsor so many exciting events that they become a highly visible program that helps with public relations. Trips organized and publicized draw attention, not only to those who take part, but to the general student body that may only dream of such things as:

- The annual sailing club trip to the Bahamas.
- The scuba club trip to Florida.
- The ski club trip to Colorado or Vermont.
- The outdoor club rafting trip to West Virginia.

These club trips are all financed by the students themselves, but the club manager and club coordinator organize and publicize them.

Close contact with many alumni is also possible through the club program. Up to 49% of the club membership can be non-students by purchasing the semester activity pass. Semester passes are sold to alumni for \$30.00 and to the public for \$45.00. Many students continue to participate in clubs after they graduate.

As described in the requirements for a club manager, one can easily see the inherent leadership development. The club coordinator remains in close contact with all club managers serving as an advisor and as a consultant, offering advice and evaluation, but providing the freedom necessary for growth in leadership skills. To organize trips or special events, the manager must do all the planning, including budgeting, completing trip forms, organizing transportation and lodging, educating club members concerning university policy and supervising all trips and special events. Also, a leadership retreat is planned each fall for all student leaders on campus. Leaders of major organizations such as Student Senate, All Campus Programming Board, Intramural and Campus Recreation Advisory Association and Greek Organizations are required to attend. The training week-end is also available to club managers. Leadership skills such as time management, conflict resolution, value judgement and university policy adherence are taught. The Dean and Vice Presidents come to the retreat to share their expertise in these areas and to begin to become acquainted with the student leaders of the campus.

MONEY SAVING IDEAS FOR SPORT CLUBS

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Introduction

It was the author's intent to solicit from ten percent of the NIRSA sport club directors two main money saving ideas that have worked in their particular institution. Experience is a wonderful teacher and by sharing these ideas with other professionals, via this survey and presentation, we hope to contribute to the stability of all our existing programs.

Findings and Discussions

A random sample of four year institutions (one hundred and fifty-four out of two hundred responded) was taken in May 1985. The sport club director was identified and the short letter asking two questions was sent out and responses returned to the author (Hirt, 1985) (see Appendix 1). All returned comments were confidential. The results were tabulated and placed in rank order of importance (Appendix 2). It was anticipated that many of the ideas would benefit intramural and recreation directors as well as sport club organizations. Twenty money saving ideas were mentioned. Those most frequently mentioned will be discussed first. The most frequently mentioned area for saving money involved the *sharing* of intramural and sport club *facility equipment*. This relates directly to recent discussions and concerns by directors who indicate that a major problem today is the lack of facilities and equipment.

Sponsorship of teams by local businesses reflected another major money saving idea for the sport club director. As financial support is often reduced and the number of teams increased, a dilemma is created as to how to support the program. Searching and soliciting outside sponsorship for club programs is a partial solution to this problem according to the survey responses.

Co ordinating men's and women's team activities on home and away schedules is becoming very popular and financially beneficial. The advantages of this are full utilization of transportation, convenience in scheduling, less problems with logistics, and added support by fellow teammates. Other advantages were mentioned for field care and maintenance when double scheduling, and all reflected time and money savings. It seems well worthwhile to try to make such scheduling possible.

Having *open tournaments where club members officiate and have concessions* is another excellent way to generate additional monies and save expenses for officials. Extra officials can significantly increase the success of the tournament.

There appears to be a nationwide trend to have each sport club generate some or a certain percentage of its operating budget. This survey reflected the premise to *fund each sport club on a matching fund*

basis (50/50). Although this seems relatively high to some, it is a real possibility to many others who are facing budget reductions. This survey indicated that finances and limited funding were the most important problems facing the sport club director today and it appears to be a continuing problem in the future.

Larger institutions with physical education majors and minors have been *hiring student officials*. This reflected cost savings and at the same time often helped to fulfill certain course requirements for these students. It should be noted that with the diversity of the sport club teams, many types of officials and supervisors are needed. By communicating with the total university, the various needs become evident. Another suggestion dealt with efforts to discuss the *carryover of funds* in the sport club and/or team accounts at year's end with the accounting office. Oftentimes, a carry over is possible when special projects or major purchases are presented.

The use of a *WATTS telephone line* for scheduling other schools is noteworthy. Responses from larger schools reflected this advantage.

Scheduling games in surrounding towns is becoming a necessity for many programs. Another major problem facing directors is the availability of both vehicles and travel funds, thus adding to the importance of scheduling local competition whenever possible. Some responses indicated no monies were allocated for travel purposes while others had a maximum distance the clubs were allowed to travel in order to compete.

Many institutions were negotiating with their *local parks* to use their facilities at little or no cost. These areas have great potential for use and reciprocal arrangements for sharing the use of facilities were mentioned.

Closely related to using municipal facilities was having *outside arenas donate free practice time in return for gate money at games*. Depending on the location, sport, and desirability to co operate, this idea benefits all parties and serves as good advertisement for the local arena.

Some cost savings can be realized by *hiring one supervisor* at the recreation facility. Pooling monies to hire a qualified supervisor proved beneficial.

Reciprocal agreements with opponent for medical help at games was also mentioned. Most of this has been on a volunteer basis in the past, but it still could save funds if arranged properly.

Like the WATTS line, *using university vehicles for travel* is a luxury for many and impossible for others. They still represent real cost savings when available and should be utilized whenever possible.

It is apparent that many schools save money by *purchasing equipment before the year is over*. Prices continue to increase, therefore equipment should be purchased as soon as possible when the club completes its regular season. Some schools have policies where the *actual participants provide their own personal equipment*. This has the potential to

become a financial and legal issue, but still reflects ways to reduce expenditures. The bottom line is to secure the best quality equipment as soon as the season is completed if the budget permits. Several universities have indicated having an equipment charge and uniform rental to maintain an ongoing equipment inventory.

The complexity of many sport clubs invites the opportunity for some to teach their particular sport and related skills in various non-credit cam-

APPENDIX 1



Vanderbilt University

301 25th Ave. So.
Memorial Gym
Nashville, TN 37212
615-322-3870

May 23, 1985

Dear Club Sport Director:

As the 1985-86 N.I.R.S.A. Sport Clubs Chairperson, I am researching various topics of major importance to our growth and development. I would appreciate your personal input as a leader to help us, collectively, achieve these goals. I will receive constructive information from ten percent of our directors.

Specifically, I would like your comments on the following items:

A. LIST TWO MONEY SAVING SPORT CLUB IDEAS THAT WORK

This could include comments on: Facilities, scheduling, (organizational & administrative) procedures, programming, etc. These are suggestions that work for you in your particular setting. Please list below:

- 1.
- 2.

B. LIST TWO MAJOR PROBLEMS CONFRONTING YOUR CLUB PROGRAM AT THE PRESENT TIME:

These comments could include program difficulties, university guideline problems, financial, etc..

- 1.
- 2.

Please use back if necessary; or if more items need to be included. All comments will be confidential and greatly appreciated. Hopefully, this information can be shared with many others at our 1986 National Convention.

Sincerely,

Sam Hirt

Sam Hirt

Director of Campus Recreation

SH/ml

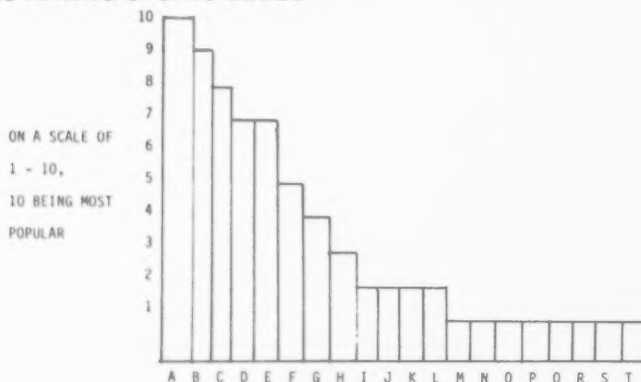
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pus recreation classes. Some of this teaching is required, while others are paid for their services and their monies go directly to the participating clubs. Some clubs were *paid to perform at varsity games*, by presenting exhibitions, and drill performances at half time.

APPENDIX II

A BAR CHART RANKING MONEY SAVING SPORTS CLUBS IDEAS BASED ON A 10% RANDOM SAMPLING OF COLLEGES AND UNIVERSITIES HAVING SPORTS CLUBS.



LIST OF CORRESPONDING IDEAS

- (A) Sharing of intramural, club sports and facility equipment.
- (B) Sponsorship of teams by local businesses.
- (C) Coordinating men's and women's teams on home and away schedules.
- (D) Open tournament-club members officiate and have concessions.
- (E) Fund sport club on matching and fund raiser, 50/50.
- (F) Use students as officials.
- (G) Special agency account for carrying left over money.
- (H) WATTS line for scheduling other schools.
- (I) Scheduling games in surrounding college towns.
- (J) Negotiate playing area with parks at no charge.
- (K) Have outside arenas donate free practice time for gate money at games.
- (L) Double up on facility-hire one supervisor.
- (M) Reciprocal agreement with opponent for medical help.
- (N) Use university vehicles for travel.
- (O) Buy equipment before the year is over.
- (P) Have individuals provide personal equipment.
- (Q) Club is required to teach 5 week non-credit course for OCR.
- (R) Clubs perform at varsity basketball games.
- (S) Charge equipment and uniform rental.
- (T) Include non-university members in membership fees.

Allowing *non-university persons to pay a membership fee* created funds for some sport clubs. This approach assisted the club, and on a limited basis, the total program budget.

As insurance coverage increases every year it is becoming apparent that some directors are *having their students provide their own insurance* for sport club participation. Separate insurance may be forthcoming, but every director is encouraged to discuss the legal liability issues with their legal staff and take appropriate action.

It is hoped that this survey will stimulate more in depth study of this area of sport club administration. This data indicates there is both some common ground that each program shares and a certain amount of uniqueness that separates one program from the next. The sharing of ideas is only a beginning, now the next step needed is to explore both the similarities and differences.

Additional studies should be developed to continue acquiring more specific information which will assist all sport club directors as we face common questions and problems.

APPENDIX III

MAJOR PROBLEMS OF SPORT CLUBS AT PRESENT:

This survey was done on a random sampling of colleges and universities around the country having sport clubs. May, 1985.

*The list of problems (154 of 200 responded) will appear in priority of rating.

- | | |
|---|-------|
| 1. Finances-little funding. | (49%) |
| 2. Lack of facilities. | (41%) |
| 3. Legal liability. | (10%) |
| 4. Lack of participation. | (8%) |
| 5. Availability of travel (cars) and funding. | (6%) |
| 6. Scheduling. | (6%) |
| 7. Need more staff members. | (6%) |
| 8. Keeping volunteers interested. | (6%) |
| 9. People not attending meetings. | (6%) |
| 10. Clubs and universities using facilities for private gain. | (5%) |
| 11. Conducting high risk activities without proper safeguards. | (4%) |
| 12. Poor communication with director, club officers and advisors. | (4%) |
| 13. Not having enough control over clubs. | (4%) |
| 14. Inheriting downgraded sports. | (4%) |
| 15. Lack of university support. | (1%) |
| 16. Rain out policy for games. | (1%) |
| 17. Official registration of participants. | (1%) |
| 18. Use and abuse of alcohol and drugs. | (1%) |

References

Hirt, Samuel W. (May 23, 1985) (Survey) Unpublished raw data.

Hirt, Samuel W. (May 23, 1985) [Survey Results - "Money Saving Sports Club Ideas"] Unpublished raw data.

Hirt, Samuel W. (May 23, 1985) [Survey Results - "Major Problems of Sport Clubs at Present"] Unpublished raw data.

CHAPTER VII

Outdoor Recreation

THE HIDDEN CANYONS OF BIG BEND NATIONAL PARK: THE CASE FOR RECREATIONAL SPORTS FLOAT TRIPS

Wayne Taylor, Barry Kirkpatrick, Teri Hammons, Texas Tech University
Brian Zweber, The University of Texas at El Paso

There is a growing number of institutions implementing some form of outdoor programming as evidenced by recent NIRSA Conference presentations pertaining to outdoor program surveys (Martini, 1984) (Taylor & Zweber, 1984). In addition, in recent surveys involving Texas and Southeastern NIRSA member institutions, a number of directors indicated that they are giving careful consideration to the idea of initiating outdoor programs. With this in mind, one would want to consider utilizing the Rio Grande at Big Bend National Park, Texas. Given the climate, topography, number of outfitters, low river traffic volume, and the variety of possibilities for supplementary activities while on an extended trip to this area, this location is ideal for float trips. In an attempt to offer a variety of experiences to the university community, Recreational Sports Departments should consider the possibility of utilizing this vast area of Texas for safe, fun, outdoor learning experiences. Depending upon the expertise and goals of the department, one of the following delivery systems could be utilized in exploring the numerous hidden canyons of the Big Bend country of the Rio Grande. They are as follows: outfitter led excursions, common adventure trips, university professionally led outings, and university guided trips.

Big Bend National Park

Big Bend National Park is located in West Texas approximately 130 miles south of Interstate 10 at Fort Stockton and 300 miles southeast of El Paso. The park is part of an Indiana-sized area called the Trans-Pecos Region which is characterized by mountains and basins. It is also the

primary United States representation of the vast Chihuahuan Desert which extends south into central Mexico.

This location is of primary importance. The fact that it lies near the northern edge of the vast expanses of this desert offers a unique experience and a climate which provides for moderate to very warm temperatures with only 15 inches of annual rainfall. This desert is also characterized by a series of mountain ranges and basins varying in elevation from less than 2000' to over 7000'. This region is traversed by only one major river system, the Rio Grande or literally translated, the large river. These aforementioned factors, when combined with the fact that it is far from major population centers, make the Big Bend National Park area ideal for outdoor recreation experiences, particularly float trips, through the 10 major canyons and 250+ miles of waterway.

All types of float trips (oar rafting, paddleboat rafting, canoeing and kayaking) can be planned on the river to vary in length from a day to a week or longer. In addition, the National Park Service has licensed 50 outfitters nationwide to operate within the canyons, three of which are located adjacent to the park's boundaries. As a result, with a minimum of prior planning and expertise, an outfitter can accommodate a university group on short notice in a professional, safe manner.

A number of universities combine additional activities with river excursions to provide for a broader, more diverse outdoor experience that utilizes the variety of ecosystems and climate zones in the area. Ancillary activities can include: day hikes, backpacking, horseback packing, bird watching, cycling, nature study, photography, and geology study.

Recreational Sports Sponsorship

This warm, dry climate interspersed with mountains which are traversed through deep canyon gorges by the Rio Grande provides a location where recreational sports professionals can count on good weather, beautiful scenery, and sufficient water to schedule float trips any time of the year.

Naturally, recreational sports departments are not the only campus groups who should sponsor float trips to Big Bend National Park. In a 1986 survey of four year institutions listed in the TEXAS NIRSA DIRECTORY, it was found that clubs, student unions, and academic departments also sponsor outings to this area. However, upon close inspection of Texas institutions, recreational sports departments typically brave the rapids of Big Bend more often than any other sponsoring agency.

It has been the experience of the investigators that recreational sports departments are best suited to sponsor float trips because of a natural link with a large active segment of the student body, the multifaceted philosophy in recreation, a consistent professional leadership, and access to a recreation oriented facility. Also, additional funds need not be found to sponsor float trips if the participants share the cost in one of the

four approaches found in Texas: outfitter, university professional, common adventure, or university guide.

Programming Options

After recreational sports has decided to act as at least a sponsoring agency, it must then decide which model should be utilized to carry out the specific program's objectives. The four most common delivery systems in Texas are:

1. outfitter led excursions
2. university professional led excursions
3. common adventure trips
4. university sponsored, guide outing

One can utilize these approaches, a different approach, or more likely an eclectic version of these. The University of Texas at El Paso's Outdoor Adventure Program has used the first three types depending on the location, river difficulty, and group composition. On the other hand, Texas Tech's Outdoor Program often combines the outfitter led with university professional led excursions with the dependent variables being the difficulty of the water and whether the Outdoor Program Coordinator has previously been on a particular stretch of water.

Outfitter Approach

Outfitter led excursions are very popular and were the first to be utilized by both UTEP and Tech. This type allows the recreational sports personnel to plan, promote, and lead the group to the river destination and then allow the field professionals, the river outfitters, to guide the group while on the water.

Assuming the recreational sports professional has the interest, but no boats or special training in river navigation, this approach provides for a fee, the equipment and experienced guides necessary for a positive and fun learning experience. Also, while under the protective umbrella of the outfitter, the all-important consideration of liability is the province of the outfitter. It is incumbent in the process that a well known, competent outfitter be chosen with a proven record of safety and reliability.

University Professional Approach

The second delivery system and the most common type in Texas is the one led by a university professional. In this case, either a full-time recreational sports professional or graduate assistant will organize, plan, promote, and lead the trips. This system incorporates all the advantages of recreational sports sponsorship mentioned earlier, plus the price to the student is less as the outfitter fee is eliminated. If the sponsoring agency has all the necessary equipment, a rental charge can generate revenue, however, all the equipment can be rented in large metropolitan areas enroute and the river gear obtained upon arrival at Big Bend. The leader should contact the park or a local outfitter well in advance to assure equipment availability, particularly at the peak holiday seasons. Also, the diversity of the canyons in the Big Bend area lends itself to fun, safe,

scenic float trips with a minimum of risk as most canyon rapids are class II except at high water.

Texas Tech's Outdoor Program utilizes the university professional delivery system. By doing so, there is less to chance and the department has a greater degree of control in shaping the outcome of the outing. It should be noted that on raft trips to more difficult white water outside Big Bend, Texas Tech combines this approach with the outfitter approach. The rationale behind this combination is the safety of the participants in more hazardous water.

Common Adventure Approach

According to the 1986 Texas RIVER TRIP SURVEY, this approach is utilized by five four year institutions in Texas on a regular basis to the Big Bend area. On common adventure trips, the responsibility at the various stages of the trip are shared by the participants. This approach maximizes student participation as each can assume a leadership role to his or her interests and capabilities and to the needs of the trip. This approach can be more flexible and allow for programming alterations. Ideally, a group of interested students can design a trip to suit their needs and interests with the university acting as the facilitator. Another appealing characteristic of this approach is the lack of liability assumed by the university. It is incumbent that the university not establish a duty to the participants so that the liability is shared by the group.

With the low degree of river difficulty, low river traffic volume, abundance of outfitters, and almost certain sunshine, the canyons of the Rio Grande at Big Bend National Park are conducive to this approach. Two prominent outdoor programs in Texas utilize this approach — The University of Texas at El Paso and Southwest Texas State University.

University Guide Approach

The last delivery system is the university guide approach. In this system, the university has a number of guides employed on a part-time basis specifically to lead outdoor trips. These guides enable the full-time outdoor staff to concentrate on trip planning, program promotion, program development, and training of prospective guides. Another advantage is the large number and variety of program offerings possible when professionals in a particular field can be employed with a multitude of skills and a wealth of knowledge. The oldest and largest outdoor program sponsored by a recreational sports department in Texas utilizes this approach — The University of Texas at Austin.

Summary

In summary, recreational sports departments are a natural sponsoring agency for float trips because professional leadership, interest in students, and the commitment to total recreational programming are more important than outdoor skills. Present recreational sports staff do not necessarily need outdoor skills as one can utilize various delivery systems or combinations of systems in order to sponsor a successful

float trip. There is a methodology to fit each individual university. Furthermore, with the topography, climate, number of outfitters, low river traffic volume, and variety of supplementary outdoor programming options, Big Bend National Park lends itself to an ideal float trip location for extended outings. A program needs only to have the interest and the participants to enjoy a fun, relatively inexpensive, outdoor learning experience and provide the clientele with a unique opportunity in one of America's finest desert national parks!

References

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- Choate, Gwen. (Ed.) *Big Bend Area Travel Guide* (Vol. 1) 1, Alpine, Tx.: Big Bend Area Travel Association, 1986.
- Martini, Steve. A survey of selected outdoor recreation programs. *Interpretive Aspects of Intramural-Recreational Sports*, 1984, 169-187.
- Taylor, W., & Zweber, B. *Texas Outdoor Programs*. Paper presented at the National Intramural-Recreational Sports Association, Ft. Worth, 1984.

Appendices

I. 1986 NIRSA Conference Acknowledgements

The following presentations were delivered at the 1986 NIRSA Annual Conference in Las Vegas, Nevada. For a variety of reasons, these presentations did not lend themselves adequately into written format. They are listed here to acknowledge their contribution and dedication to our profession.

AGGRESSION IN INTRAMURAL SPORTS

Aubre Jones, Columbia University

BEGINNING AN OFFICIAL'S CLUB AT YOUR UNIVERSITY

Ron Seibring, Wichita State University

Dan Wax, University of California at Los Angeles

Shannon Randol, University of South Carolina

Ralph Kleinsmith, Texas Tech University

THE BILLY MARTIN STORY

Bryan Harris, University of Illinois

Doug Yonamine, University of Illinois

BURNED OUT, BURNED UP AND BURNED DOWN

Bruce Butrym, University of South Carolina

Kathy Bunn-Sito, University of South Carolina

Debbie Glick, University of South Carolina

Art Farlowe, University of South Carolina

Shannon Randol, University of South Carolina

Don Simmons, University of South Carolina

CAMPUS POLITICS: THE GOOD, THE BAD, AND THE UGLY

Michael Dunn, Southern Illinois University-Carbondale

Robert Anthony, Mesa College

Jodi Hawkins, Washington University

Ann Schonlau, Southern Illinois University-Edwardsville

Dr. Dave Dutler, Eastern Illinois University

Roy Inglis, Vincennes University

CAPITALIZING ON INVOLVEMENT: A PATHWAY TO EXCELLENCE

Suzanne Slepitzka, Creighton University

Kathy Kingston, Saint Louis University

THE CASE OF THE MISSING MODEL

Andy Honker, University of South Florida
Jill Barr, University of South Florida
Bill Healey, University of West Florida
Eric Hunter, University of West Florida
Juliette Moore, Arizona State University

COLLEGIATE SKIING PROGRAMS - CAMPUS, REGIONAL AND
NATIONAL RECREATIONAL AND COMPETITIVE PROGRAMS
AVAILABLE THROUGH THE NATIONAL COLLEGIATE SKI
ASSOCIATION

Danny O'Sullivan, University of Wisconsin-Whitewater

CONDUCTING SPORTS OFFICIATING CLINICS

Ed Trexler, Arizona State University

CONFLICT AND YOU - HOW TO MANAGE?

Craig Stinson, University of Illinois

COOPERATIVE DEVELOPMENT - IT WILL PUT YOU A STEP AHEAD. A
CASE OF STUDENT AND PROFESSIONAL RESPONSIBILITIES AND
INTERACTIONS

Randy Mast, Louisiana State University
Jim McHodgkins, Louisiana State University

CREATING WRITTEN MATERIALS

Gene Lamke, San Diego State University

A CRITIQUE OF THE 1985 FLAG/TOUCH FOOTBALL RULES AND THEIR
EFFECT ON THE GAME

Robert Gildersleeve, Arizona State University

ELIMINATE FOOTBALL CONTACT NOW: BETTER LATE THAN NEVER

Tom Weis, Texas Tech University

EMPLOYMENT DISCRIMINATION: PROTECTING YOUR POSITION

Dian Perrin, Kent State University

EXPANDING ACCESSIBLE RECREATION FACILITIES TO THE CAMPUS
AND BEYOND, PHASE II

Dale Phelps, Northern Michigan University
David Boyd, Marquette Michigan Rehabilitation Center

THE FIRST RESPONSE: THE EMERGENCY MEDICAL PROGRAM AT
TEXAS A & M

Michael Waldron, Texas A&M
Chris Koperniak, Texas A&M

FITNESS TWO-GETHER: RECREATIONAL SPORTS AND RESIDENTIAL
LIFE

Darlene Whipple, University of Alabama
Natalie Kovac, University of Alabama

FORT LEWIS INTRAMURAL SPORTS PROGRAM

Jerome Weydert, Fort Lewis Washington Army Base

GIVING A GOOD PRESENTATION OR "HOW TO PICK THE KING"

Jesse "Tony" Clements, University of Illinois

HIGH TECH REGISTRATION

Floyd Yamamoto, Simon Fraser University

HOW TO ACHIEVE MAXIMUM PARTICIPATION IN YOUR INTRAMURAL SPORTS PROGRAM

Mary Lou Williard, U.S. Navy, Virginia Beach

Leah Nora Dempsey, Armed Forces Staff, Norfolk Virginia

INCORPORATING DIVERSITY WITHIN THE INTRAMURAL SYSTEM

Jan Strine, Rochester Institute of Technology

I.M. - T.V.: MUSIC VIDEO IN INTRAMURALS

Eric Hunter, University of West Florida

Mark Lambert, University of West Florida

INTERVIEW WITH A NIRSA LEADER

Michael Dunn, Southern Illinois University-Carbondale

Dr. Betty Montgomery, Northern Illinois University

Jim Lewis, Southern Illinois University-Carbondale

Gordon Nesbitt, University of Illinois

JACKPOT!!! BLUE CHIP IDEAS FOR EVERYONE

Robert Anthony, Mesa College

Robyn Lore, University of Illinois

Dale Carruthers, University of Illinois

Scott Levin, Bowling Green State University

Brad Jacobson, University of Missouri

Dave Rice, University of Missouri

Dr. Larry Preo, Purdue University

William Bleyer, Southern Illinois University-Carbondale

Michael Dunn, Southern Illinois University-Carbondale

LIVEN UP YOUR RECREATION SPORTS CLASSROOM

Dr. Lynn Jamieson, California Polytechnic State University

LONG BEACH CITY COLLEGE SUMMER RECREATION PROGRAM

Bill Thompson, Long Beach Community College District

MANAGEMENT TODAY: A MATTER OF CONTROL

Charles Espinosa, Virginia Polytechnic Institute and State University

THE MANY ROLES A RECREATIONAL SERVICES DIRECTOR FILLS AT A COMMUNITY/COMMUTER COLLEGE

Lynn Kripakov, Arapahoe Community College

MARKETING AND FUND RAISING: RECREATIONAL SPORTS AND THE CORPORATE SPONSOR

Rob Stinson, University of Calgary

MICRO-COMPUTER APPLICATION: USING DATA BASE MANAGEMENT
SYSTEMS (DBMS) IN RECREATIONAL SPORTS

Craig Ross, Indiana University

THE NIRSA INTRAMURAL RECORDS PROGRAM: PROPOSED
CHANGES AND OPEN FORUM

Dr. David Dutler, Eastern Illinois University

NIRSA PRESENTS - MR. BILL SHAPES UP FOR THE FUTURE - AEROBIC
DANCE PROGRAMS IN THE CAMPUS SETTING

Sue Couri, Southern Illinois University-Carbondale

Carolyn Keith, Southern Illinois University-Carbondale

NIRSA PROFESSIONALS AND MUNICIPAL SETTINGS - ARE WE
NEEDED?

John Laws, Indiana State University

NOT BEING POLITICAL CAN BE INJURIOUS TO YOUR PROFESSIONAL
HEALTH

Dr. Judy Rosener, University of California-Irvine

ORIENTEERING LAS VEGAS STYLE

Sarah Coburn, Northern Kentucky University

PERCEPTIONS AND INTERVIEWS OF THREE PROMINENT BLACK
LEADERS OF THE NIRSA: THE FORMATIVE YEARS

Dr. Roy Yarbrough, Liberty Baptist College

PLANNING FOR THE FUTURE: FORMULATING A FIVE YEAR ACTION
PLAN

Mark Fletcher, University of Virginia

PREVENTING FORFEITS - A SECOND LOOK AT THE FLOAT SCHEDULE

John Colgate, Western Illinois University

PROJECT GRADUATION: ALL NIGHTER, A RECREATIONAL APPROACH
FOR BUILDING REVENUE FOR YOUR STUDENT RECREATION CENTER

Joyce Grimes, Texas Tech University

THE QUEST FOR POWER

Gene Lamke, San Diego State University

Patricia Holmes, Miami University

RECREATION FOR LIFE

Ann Stein, University of Miami

Rhonda DuBord, University of Miami

SELECTED MACINTOSH MICROCOMPUTER APPLICATIONS IN
RECREATIONAL SPORTS

Gerry Maas, University of Wyoming

SERVICE IS THE NAME OF THE GAME

Louis Marciani, Salisbury State College

Grady Armstrong, Salisbury State College

SETTING UP YOUR OWN AEROBIC DANCE INSTRUCTION
CERTIFICATION PROGRAM

Terry-Ann Spitzer, Boise State University

SIGMA DELTA PSI - OUR NATIONAL SUPER STARS

Eugene Lesesne, The Citadel

Sam Evans, The Citadel

SKIS, SWIMSUITS AND CANOES - THE DO'S AND DON'TS FOR
SPONSORING A SUCCESSFUL TRAVEL PROGRAM THROUGH YOUR
CAMPUS RECREATION DEPARTMENT

Bill Jinske, University of Missouri at Kansas City

SOLUTIONS TO YOUR MAINTENANCE NIGHTMARE

Charles Williams, University of Florida-Gainesville

SPECIAL EVENTS WITH A CREATIVE TWIST TO TRADITIONAL
PROGRAMMING

Tom Lovins, Marshall University

Bill Healey, University of West Florida

Greg Kaefer, University of Chicago

Don Nichter, Dickinson College

Sue Ivie, Virginia Commonwealth University

STAFF DEVELOPMENT ACTIVITIES - A REAL DEVELOPMENTAL
NECESSITY

Eric Stein, Princeton University

Stephanie Homeyer, Princeton University

STRIP YOUR STRIPES AND CASH IN YOUR CHIPS

Richard Bouillon, University of Idaho

Dr. Robert Whitehead, University of Idaho

STUDENT FEE ALLOCATION: DEALING WITH THE FINANCE
COMMITTEE

Eric Hunter, University of West Florida

Bill Healey, University of West Florida

Kenneth Dunlap, University of West Florida

Andy Honker, University of South Florida

Jill Barr, University of South Florida

SUMMER CAMPS, SUMM-ER NOT

Dave Koch, University of Southern California

Rita Hayes, California State-Long Beach

Mark Harriman, University of California-Irvine

Nancy Rapp, University of California-Los Angeles

Jordan Safine, University of California-Berkeley

SUNSHINE SATURDAY MORNING

Dr. Robert Whitehead, University of Idaho

TEAM NAME GAME

John Meyer, Iowa State University

TEAM SPORTS MANAGEMENT: INSTANT SCHEDULING AND THE COMPUTER

Steve Martini, Kansas State University

TELEOCRATIC LEADERSHIP

Dr. Donald J. Steele, Pacific Institute, Inc.

TRAINING YOUR STUDENT STAFF TO MEET YOUR NEEDS

Kirk McQueen, Georgia Institute of Technology

Mary Reinholdt, University of Illinois at Chicago

UTILIZATION OF COMMUNITY RESOURCES AND POSSIBLE ALTERNATIVES TO MEET INCREASING DEMANDS FOR RECREATIONAL FACILITIES AND SERVICES

Ellis Mendelsohn, University of Louisville

UTILIZING CAMPUS RESOURCES IN THE PREVENTION AND REHABILITATION OF INJURIES

Dale Carruthers, University of Illinois

A VIEW FROM THE TOP

Alan Murdoch, Iowa State University

WHAT TYPE ARE YOU?

Susan Ivie, Virginia Commonwealth University

LaDonna Muechel, Vanderbilt University

WHAT WE CAN LEARN ABOUT FITNESS FROM THE CANADIANS

Jennifer Sue Oatey, University of Minnesota

Rob Stinson, University of Calgary

II. SUMMARY OF THE 1986 NIRSA CONFERENCE

The 37th Annual Conference of the National Intramural-Recreational Sports Association was held in Las Vegas, Nevada, March 21-26, 1986. Once again a new record was set for the number of delegates in attendance at the Conference with 1059 individuals present.

The conference began on Friday morning with four workshops and the pre-conference canoe trip. There were over 230 individuals participating in the workshops which covered the areas of wellness, investment in excellence, conflict resolution, and student professional development. The Opening General Session was held during the evening with Ritch Davidson of Playfair instructing the delegates on how to have "Laughter in the Workplace", which provided an eventful and enjoyable session for those involved.

The program on Saturday started off with open forums on facilities, non-credit instruction, computers, sport clubs, aquatics, and extramural sports. Other events that took place on Saturday included Certification Testing, Special Populations Fair, Exhibits Grand Opening and Reception, and the annual Souvenir Exchange. This year in addition to exchanging souvenirs, the entries in the T-Shirt Design Contest were auctioned off with the proceeds being donated to the Special Olympics.

In the afternoon, Dr. Don Steele was featured at the Second General Session where he addressed the delegates with a message on "Teleocratic Leadership". In addition, the professional breakout meetings began on Saturday covering such topics as outdoor programming, officiating, effective budget presentations, special populations, and computer usage, to name just a few of the session topics.

Sunday began with the First Business Meeting where Eric Stein gave his "State of the Association" address, and introduced the business issues to the conference delegates. Presentations for the 1989 conference site were made by Judi Bryant for Denver and Bob Gildersleeve for Phoenix.

The Annual Women's Professional Issues Luncheon was held at noon on Sunday with the theme for this year being "The Friendship Connection". Other noon time activities during the Conference included an aerobics session Saturday through Monday, and the traditional "Take a Student to Lunch" program on Monday.

Monday offered a wide variety of activities which included over 20 professional presentations and the Third General Session. Dr. Judy Rosener addressed the conference delegates at the Third General Session on the topic of "Not Being Political Can Be Injurious to Your Professional Health". The last general session was followed by the Regional meetings and the following individuals were elected as Regional Vice Presidents:

- Region II Kirk McQueen, Georgia Institute of Technology
- Region IV Fred Perez, University of New Mexico
- Region VI Lloyd Hisaka, University of Hawaii

At the Student Business Meeting, Pat Donovan, Texas Tech University, was selected as the Student Representative, while the Past Presidents selected Bill Vendl, Long Beach State University, as their representative on the Executive Committee. That evening, "Eddy Akridge and the Gold Buckle Band", entertained the delegates after the western barbeque dinner.

Tuesday was a full day as there were 30 professional presentations in addition to the Second Business Meeting. At the meeting, Dr. Bruce Anderson, University of Minnesota, was selected as the President-Elect and Phoenix, Arizona was selected as the conference site for 1989.

The successful five day conference was concluded Tuesday evening with the Honor Award Banquet. The reception and banquet were held in honor of this year's recipient, Rich Mull, from Indiana University. The

following NIRSA members were also recognized at the banquet for contributions they have made to the Association:

JUDITH BRYANT — University of Colorado

for outstanding leadership and service to the Association as Chair of the Transition Task Force Committee.

NATALIE KOVAC — University of Alabama

for outstanding leadership and service to the Association as NIRSA Administrative Assistant.

JAN WELLS — University of Michigan

for outstanding leadership and service to the Association as a State Director.

KIRK McQUEEN — Georgia Institute of Technology

for outstanding leadership and service to the Association as a State Director and Southern Regional Workshop Coordinator.

THOMAS KIRCH — University of Washington

for outstanding leadership and service to the Association as Coordinator of the National Workshop on Facilities.

LLOYD HISAKA — University of Hawaii

for outstanding leadership and service to the Association as Regional Student Representative.

JAMES McHODGKINS — Louisiana State University

for outstanding leadership and service to the Association as Regional Student Representative.

CHARLEY FISHER, GENE LAMKE, JOHN KRAFKA, JOHN ANGELL, SANDY VAUGHN, and DEBBIE GLICK were recognized for their valuable leadership and service as members of the Executive Committee.

'86 NIRSA and Las Vegas certainly was Your Best Bet!

III. CONSTITUTION AND BY-LAWS

National Intramural-Recreational Sports Association Constitution

Preamble

"The National Intramural-Recreational Sports Association is a manifestation of the strong interest in recreational sports activities considered by our society to be a desirable part of the educational and life maturation process. The Association was founded in an interest for the

welfare of the great numbers of individuals seeking recreational and physical benefits to complement their lives. These individuals are served through the improvement of recreational sports programs by dissemination of ideas and processes developed by the membership. Promotion of excellence in the broad areas of intramurals, club, and recreational sports activities is the legitimate concern of this organization."

Article I - Name

The name of this organization shall be the National Intramural-Recreational Sports Association.

Article II - Membership

Section 1. Professional Membership

Membership shall be available to all individuals now employed and/or previously directly associated in the administration of intramural and recreation programs. Professional members are entitled to all rights and privileges of the Association. Undergraduate students are not eligible for professional membership.

Section 2. Institutional Membership

Membership shall be available to institutions offering an intramural and/or recreation program. Institutional members are entitled to the official publications of the Association. Institutions shall not be voting members.

Section 3. Life Membership

Professional life membership shall be available for professional members after two consecutive years of active professional membership in good standing.

Section 4. Student Membership

Membership shall be available to graduate and undergraduate students interested in intramurals and/or recreation programming. Student members shall receive a copy of all Newsletters, be entitled to attend the annual conference, be eligible to hold the office of Student Representative to the Association's Executive Committee with executive privileges and be eligible to hold appointive offices. Student members shall not be eligible to vote on official business at the Annual Business Meeting nor be eligible to hold executive offices determined at the Annual Business Meeting. Annual Proceedings shall not be available for student memberships without additional payment.

Section 5. Emeritus Membership

Membership on an emeritus basis with the same rights and privileges of professional membership may be conferred upon retiring members with ten years of membership in the Association. Nominations for emeritus membership shall be received and verified by the Executive Committee and submitted to the membership for their approval at the Annual Business Meeting.

Section 6. Honorary Membership

Honorary Membership shall be available to individuals or institutions considered worthy by the Association. Upon receipt of nomination, the Executive Committee shall approve or reject membership in accord with Association policy. All rights and privileges for Honorary Membership shall be determined by the Executive Committee. Honorary members shall not be voting members.

Section 7. Associate Membership

Associate Membership shall be available to commercial organizations, companies, or groups who wish to establish an affiliation between their organization and NIRSA. Upon receipt of application, the Executive Committee shall approve or reject membership in accord with Association policy. All rights and privileges for Associate members shall be determined by the Executive Committee. Associate members shall not be voting members.

Section 8. State Association Membership

State Association Membership shall be available to State Intramural-Recreational Sports Associations which desire to affiliate with the NIRSA. Upon receipt of application, the Executive Committee shall approve or reject membership in accord with Association policy as outlined in the Operating Code. All rights and privileges for State Association members shall be determined by the Executive Committee. State Associations shall not be voting members.

Article III - Association's Philosophy and Basic Beliefs

Section 1. The philosophy of the National Intramural-Recreational Sports Association shall be:

"Education has no more serious responsibility than making adequate provision for enjoyment of recreative leisure not only for the sake of the immediate health, but . . . for the sake of its lasting effect upon the habits of the mind." (John Dewey)

In keeping with this statement and embracing the philosophy of developing the total person, the NIRSA views its mission as contributing to the social, physical, mental, and emotional development of everyone within its domain.

Sport-related leisure activities are reaching unprecedented proportions. Thus, broad-based intramural-recreational sports programs in every institution must reflect the participant's many interests and needs. Every emerging program must be flexible and provide for a variety of healthful experiences at all levels of skill and participation.

Section 2. The basic beliefs that guide the Association shall be:

a. That a vast majority of individuals under our direction are still in the formative and active phases of their lives when vigorous participation in games and recreation is necessary and beneficial.

b. That programs which develop a positive attitude toward life-term fitness are necessary and beneficial.

c. That men and women need to be educated to select both active and passive recreational activities that enrich and enlarge their lives.

d. That the NIRSA has an educational responsibility to encourage its members to promote a complete recreational sports program for the majority of its consumers who cannot or choose not to compete at the varsity level.

e. That sports participation is an important heritage of people, and all individuals should have the opportunity to participate.

Article IV - NIRSA Goals and Objectives

Section 1. The goals of the National Intramural-Recreational Sports Association shall be:

a. To serve the needs of the membership.

b. To promote recreational sports programs which meet the needs and interests of all persons.

c. To contribute to the academic development and understanding of recreational sports programs.

d. To develop intramural-recreational sport associations at more localized levels.

e. To sponsor research and publication of research.

f. To increase the visibility of the National Intramural-Recreational Sports Association.

Section 2. The objectives of the National Intramural-Recreational Sports Association shall be:

a. To provide a medium for exchanging leadership development and growth among professionals.

b. To provide service functions for its members.

c. To promote philosophical positions about recreational sports to the general public.

d. To recognize and work closely with the State Associations within the NIRSA.

e. To cooperate closely with allied national and international organizations, in health, physical education, and recreation.

f. To assist in the development of appropriate standards of curriculum design to educate recreational sports specialists.

g. To assist in the development of a stronger instructional base in the area of recreational sports programming for physical educators and recreational professionals.

h. To develop a criteria for and to certify intramural-recreational sports professionals.

i. To provide resources and resource persons in all NIRSA areas for any interested institutions, organizations, and/or individuals.

Article V - Officers

There shall be three types of officers (professional elective, student elective, and appointive).

Section 1.

The professional elective officers of the Association shall be President, President-Elect, Region I Vice President, Region II Vice President, Region III Vice President, Region IV Vice President, Region V Vice President, Region VI Vice President.

Section 2.

The student elective officer of the Association shall be the Student Representative to the Executive Committee.

Section 3.

There shall be an Executive Secretary elected by a majority vote of the Executive Committee subject to annual review by the Executive Committee. The Executive Secretary shall be the only paid officer.

Section 4.

The term of professional offices except the Regional Vice Presidents' shall be for one year. The Regional Vice Presidents shall serve a two year term, three Regional Vice Presidents to be elected at each election. There shall be an election of President-Elect at the Annual Business Meeting. There shall be elections of three Regional Vice Presidents at the Annual Regional Meetings.

Section 5.

The term of the student office shall be one year. There shall be an election of a Student Representative to the Executive Committee at the Annual Student Section Meeting.

Section 6.

The Executive Committee of the Association shall be composed of the President, Past President, President-Elect, Regional Vice Presidents, Representative of the Past Presidents, and the Student Representative. The Executive Secretary shall be ex-officio.

Section 7.

The unexpired term of an elected officer other than the President, who resigns, terminates employment within the region, becomes incapacitated or cannot fulfill their term, shall be filled by an appointment of the Executive Committee. In the event that the President resigns, the appointment shall be filled by an individual serving on the Executive Committee who receives a majority vote from the Executive Committee.

Section 8.

The appointive officers and committees shall be determined by the President, subject to approval by the Executive Committee. The President shall appoint such Ad-Hoc Committees as deemed necessary.

Section 9.

The Executive Committee shall have the authority to act for the Association between Annual Business Meetings. The membership may veto a recommendation or decision of the Executive Committee by a two-thirds majority vote of those present at the Annual Business Meeting.

Article VI - Meetings**Section 1.**

The site of the Annual Conference shall be recommended by the Executive Committee and approved by a majority vote of the members present at the Annual Business Meeting plus absentee ballots. If, at the business meeting, a site has not been determined for the appropriate year, a majority vote of the assembled membership shall grant the Executive Committee the power to select a site.

Section 2.

Absentee ballots for the selection of the site of the Annual Conference will be available from the National Office 45 days prior to the Annual Business Meeting upon written request of a current professional member. Completed ballots must be received at the NIRSA National Office at least ten days prior to the Annual Business Meeting. Members who return an absentee ballot and then attend the Annual Business Meeting must notify the Chair of the Nominations and Elections Committee of their presence at the meeting.

Section 3.

The Annual Conference shall meet only at the sites where it will be possible for the entire membership to meet, dine, socialize, and be housed.

Section 4.

The order of the business shall be prepared and adopted by the President and Executive Committee.

Section 5.

Robert's Rules of Order shall serve as the authority for meeting procedures.

Article VII - Amendments**Section 1.**

The Constitution shall be amended by a two-thirds majority vote of the professional members present at the Annual Business Meeting, provided written notice of the proposed amendment shall have been mailed to all members no less than 30 days prior to the Annual Business Meeting.

Section 2.

A proposed amendment to the Constitution shall be amended by a two-thirds majority vote of the professional members present at the Annual Business Meeting, provided the original amendment qualifies for passage in accordance with Article VII, Section 1, and provided the amendment is for purposes of clarification and not for change of principle.

BY-LAWS**Article I - Membership****Section 1.**

Membership shall be withdrawn on recommendations of the Executive Committee and two-thirds majority vote of the professional members present at the Annual Business Meeting when a member's conduct shall be judged to be injurious to the Association. Membership may be reinstated after a two year probationary period unless acted upon by the Executive Committee as indicated in the following section.

Section 2.

When a member is suspended or expelled, that member shall have the right to appeal in person or by written statement to the Executive Committee. Upon recommendation of the Executive Committee and two-thirds majority vote of the professional members present at the Annual Business Meeting, the suspended or expelled member shall be reinstated.

Article II - Fees and Dues**Section 1.**

The annual dues for all classes of membership shall be determined by a two-thirds majority vote of the professional members present at the Annual Business Meeting. Dues shall cover the period September 1 through August 31 and are payable to the Executive Secretary. All paid members shall receive the official publications of the Association as determined by their membership classification.

Section 2.

Assessments, registrations, and special fees must be approved by the Executive Committee.

Section 3.

No part of the income of the Association shall inure to the benefit of, or be distributable to, its members, officers, or other private person, except that the Association shall be authorized and empowered to pay reasonable compensation for services rendered and to make distributions in furtherance of the purposes set forth in the articles of this constitution. The Association may be involved, to the extent determined by

the Executive officers, in the carrying on of activities which reflect the interest of recreational sports or recreational sports professionals; and the Association may participate in a political campaign on behalf of any candidate for public office who supports recreational sports interests or the interest of its professionals. The Association will carry on activities as permitted to be carried on by an organization as outlined for Federal Income Tax under Section 501 (c) (6) of the Internal Revenue Code of 1954 or the corresponding provision of any other future United States Internal Revenue Law.

Section 4.

If this Association should for any reason be dissolved, the Executive Committee shall, after paying or making provision for the payment of all of the liabilities of the Association, dispose of all of the assets of the Association exclusively for the purpose of the Association.

Article III - Officers

Section 1.

The election of the President-Elect and Regional Vice Presidents shall be held at the Annual Conference. The President-Elect is to be elected by a majority vote of all professional members present at the Annual Business Meeting, plus absentee ballots. Regional Vice Presidents are to be elected by a majority vote of all professional members present from the respective region at the Annual Regional Meetings, plus absentee ballots.

Section 2.

The President-Elect shall serve a one year term followed by one year as President and one year as Past President. A Regional Vice President shall be elected from each region to serve a two year term. Region I, III, and V shall elect Regional Vice Presidents in odd numbered years. Regions II, IV, and VI shall elect Regional Vice Presidents in even numbered years.

Section 3.

Absentee ballots for the election of President-Elect and Regional Vice President will be available from the National Office 45 days prior to the Annual Business Meeting upon written request of a current professional member. Completed ballots must be received at the NIRSA National Office at least ten days prior to the Annual Business Meeting. Members who return an absentee ballot and then attend the Annual Business Meeting and/or Annual Regional Meeting, must notify the Chair of the Nominations and Elections Committee of their presence at the meeting(s).

Section 4.

Regions for the National Intramural-Recreational Sports Association shall be:

Region I - Maine, New Hampshire, Vermont, Massachusetts, New York, Connecticut, Rhode Island, New Jersey, Delaware, Washington D.C., Maryland, Pennsylvania, Europe, Quebec, New Brunswick, Newfoundland, Prince Edward Island, Nova Scotia;

Region II - West Virginia, Virginia, Tennessee, North Carolina, South Carolina, Georgia, Alabama, Florida, Mississippi, Puerto Rico, Africa;

Region III - Ohio, Indiana, Michigan, Illinois, Kentucky, Wisconsin, Ontario;

Region IV - New Mexico, Texas, Louisiana, Missouri, Arkansas, Oklahoma, Kansas, Mexico, Central America, South America;

Region V - Iowa, Minnesota, Nebraska, North Dakota, South Dakota, Montana, Wyoming, Idaho, Colorado, Alberta, Saskatchewan, Manitoba;

Region VI - Washington, Oregon, California, Nevada, Arizona, Utah, Alaska, Hawaii, British Columbia, Yukon.

Section 5.

The election of student officers shall be held at the Annual Student Section Meeting. All officers are to be elected by a majority vote of all student members present at the Annual Student Section Meeting.

Section 6.

No individual shall be considered for a professional elective or appointive office until that individual has been an active member of the NIRSA for at least two (2) consecutive years. No individual shall be considered for the Regional Vice Presidential office until that person has been employed in the region for which they would be a candidate for a minimum of one (1) year prior to the Annual Regional Meeting. A member who is retired or who is not employed currently in recreational sports may meet this requirement based on residency within the region. An individual may hold one elective office at a time.

Section 7.

Newly elected officers shall assume their responsibilities at the last Executive Committee meeting of the Conference.

Section 8.

No individual shall hold a student elective office unless qualifications are met in accordance with Article II, Section 4 of the Constitution for the year of service.

Section 9.

The Nominations and Elections Committee shall be required to have the written permission of nominees. A slate of at least two persons for each office shall be presented. Written consent of the nominees to be nominated for President from the floor must be submitted to the President prior to the Annual Business Meeting. Written consent of the nominees to be nominated for Regional Vice Presidents from the floor

must be submitted to the President prior to the respective Annual Regional Meeting.

Section 10.

Regional Vice Presidents shall be nominated by members from the respective region.

Section 11.

The duties of the officers of this Association shall be outlined in the Operating Code.

Article IV - Duties of Executive Committee

Section 1.

The Executive Committee shall meet whenever necessary to conduct the business of the Association. An Annual Mid-Year Meeting is authorized with appropriate expenses provided for members of the Executive Committee.

Section 2.

The Executive Committee shall report the results of all deliberations to the membership in the annual Proceedings and/or Newsletter and at the Annual Business Meeting.

Article V - Standing Committees

Section 1.

The Association shall have the following committees:

- | | |
|--|--------------------------------|
| A. Affirmative Action | J. Nominations and Elections |
| B. Career Opportunities | K. Proceedings Editorial Board |
| C. Constitution, By-Laws
and Operating Code | L. Professional Development |
| D. Finance | M. Professional Ethics |
| E. Historical | N. Program |
| F. Honor Award | O. Public Relations |
| G. Journal Editorial Board | P. Research |
| H. Marketing Services | Q. Resolutions |
| I. Membership | R. Special Interest |

Article VI - Amendments

Section 1.

The By-Laws shall be amended by a two-thirds majority vote of the professional members present at the Annual Business Meeting provided written notice of the proposed amendment shall have been mailed to all members no less than 30 days prior to the Annual Business Meeting.

Section 2.

A proposed amendment to the By-Laws shall be amended by a two-thirds majority vote of the professional members present at the Annual

Business Meeting provided the original amendment qualifies for passage in accordance with Article VI, Section 1, and provided the amendment of said is for purposes of clarification and not for change in principle.

Printed in September 1986 by the:

National Intramural-Recreational Sports Association
Gill Coliseum Rm. 221
Oregon State University
Corvallis, Oregon 97331
(503) 754-2088

IV. RECORD OF CONFERENCE SITES

- 1950 Dillard University, New Orleans, Louisiana
- 1951 Bethune-Cookman College, Daytona Beach, Florida
- 1952 Howard University, Washington D.C.
- 1953 Hampton Institute, Hampton, Virginia
- 1954 Amherst College, Amherst, Massachusetts
- 1955 Tufts College, Medford, Massachusetts
- 1956 Morgan State College, Baltimore, Maryland
- 1957 Brown University, Providence, Rhode Island
- 1958 University of Louisville, Louisville, Kentucky
- 1959 United States Military Academy, West Point, New York
- 1960 Purdue University, Lafayette, Indiana
- 1961 Bowling Green State University, Bowling Green, Ohio
- 1962 New Mexico State University, Las Cruces, New Mexico
- 1963 Delaware Valley College, Doylestown, Pennsylvania
- 1964 University of Denver, Denver, Colorado
- 1965 Florida State University, Tallahassee, Florida
- 1966 University of Oklahoma, Norman, Oklahoma
- 1967 United States Naval Academy, Annapolis, Maryland
- 1968 University of Texas, Austin, Texas
- 1969 University of California, Los Angeles, California
- 1970 United States Air Force Academy, Colorado Springs, Colorado
- 1971 Virginia Polytechnic Inst. and State Univ., Blacksburg, Virginia
- 1972 University of Illinois, Champaign, Illinois
- 1973 University of South Florida, Tampa, Florida
- 1974 Arizona State University, Tempe, Arizona
- 1975 New Orleans, Louisiana
- 1976 San Diego, California
- 1977 Boston, Massachusetts
- 1978 Chicago, Illinois
- 1979 Atlanta, Georgia
- 1980 El Paso, Texas
- 1981 Philadelphia, Pennsylvania
- 1982 Portland, Oregon
- 1983 Nashville, Tennessee
- 1984 Fort Worth, Texas
- 1985 Columbus, Ohio
- 1986 Las Vegas, Nevada
- 1987 New Orleans, Louisiana
- 1988 Hollywood, Florida
- 1989 Phoenix, Arizona

V. RECORD OF PAST PRESIDENTS

1950	William Wasson	Dillard University
1951	William Wasson	University of Michigan
1952	William Wasson	Public School, Pontiac, Michigan
1953	William Wasson	Public School, Pontiac, Michigan
1954	William Wasson	University of Michigan
1955	Ross E. Townes	North Carolina College
1956	Ross E. Townes	North Carolina College
1957	John M. Heffernan	Brown University
1958	John M. Heffernan	Brown University
1959	J. Clinton Hollinger	The Cooper Union
1960	J. Clinton Hollinger	The Cooper Union
1961	Ellis J. Mendelsohn	University of Louisville
1962	George W. Haniford	Purdue University
1963	David O. Matthews	University of Illinois
1964	David O. Matthews	University of Illinois
1965	Ned A. Linta	Delaware Valley College
1966	Ross Wedemeyer	University of Denver
1967	A. A. Rooker	University of Texas
1968	H. Edsel Buchanan	Texas Tech University
1969	Paul H. Gunsten	Virginia Polytechnic Institute & State University
1970	Dan Unruh	San Jose State College
1971	Lynn Reading	Iowa State University
1972	C. E. Mueller	University of Minnesota
1973	Larry Fudge	Boston University
1974	R. J. "Ben" McGuire	University of Illinois
1975	Chuck Schelsky	Oklahoma State University
1976	Bill Thompson	Long Beach City College
1977	Thomas P. Sattler	University of Illinois, Chicago Circle
1978	Bill Manning	University of California, Berkeley
1979	Lou Marciani	University of Southern Mississippi
1980	Lawrence Preo	Marquette University
1981	Gene Lamke	San Diego State University
1982	Bill C. Vendl	Long Beach State University
1983	Tom C. Jones	Central Michigan University
1984	Don C. Bailey	North Texas State University
1985	Charles E. Fisher	Oregon State University
1986	Eric L. Stein	Princeton University

VI. NIRSA HONOR AWARD RECIPIENTS

1963	George Haniford	Purdue University
1964	Paul V. Keen	University of Oklahoma
1965	John Heffernan	Brown University
1966	Earl Risky	University of Michigan
1967	Embra C. Bowie	Morgan State College
1968	Albert E. Lumley	Amherst College
1969	William N. Wasson	Wayne State University
1970	Al C. Zuaro	U.S. Merchant Marine Academy
1971	Ross E. Townes	North Carolina Central University
1972	J. Clinton Hollinger	The Cooper Union
1973	Paul H. Gunsten	Virginia Polytechnic Institute
1974	Ned A. Linta	Delaware Valley College
1975	H. Edsel Buchanan	University of Nebraska (Omaha)
1976	A. A. "Sonny" Rooker	Governor's Commission on Physical Fitness (Texas)
1977	David O. Matthews	University of Illinois
1978	C. E. "Pat" Mueller	University of Minnesota
1979	Ellis J. Mendelsohn	University of Louisville
1980	Will M. Holsberry	Oregon State University
1981	William A. Thompson	Long Beach City College
1982	Chuck Schelsky	Oklahoma State University
1983	Louis Marciani	University of Southern Mississippi
1984	William G. Manning	University of California (Berkeley)
1985	Dennis A. Corrington	Texas A & M University
1986	Richard F. Mull	Indiana University